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Título de la tesis:
An Investigation of Strategies to Teach English as a Foreign Language
To Adult Students from Cañar who speak Kichwa as their mother tongue.

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Aplicada

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RESUMEN

Esta investigación se ha realizado con los estudiantes Cañari hablantes de Kichwa que ingresan a las universidades de Cuenca y que presentan dificultades en su aprendizaje, especialmente en el Inglés como lengua extranjera.

Se ha realizado una observación del grupo de estudio para determinar sus destrezas y dificultades con el fin de poder realizar un plan de estudios basado en inteligencias múltiples y en estrategias apropiadas para la enseñanza del inglés como lengua extranjera para estos estudiantes.

Palabras Claves: Investigación de Estrategias Enseñanza de Ingles como Lengua Extranjera a estudiantes de Cañar Kichwa-hablantes

ABSTRACT

This research was undertaken to study Cañari-students' social background, whose native language is Kichwa, in order to develop teaching and learning strategies through focusing on the level of formal education they present at the time they enter the university. Methods of data gathering were developed to obtain a better understanding of Cañari students and their actual condition to learn English as a new language in order to give them the knowledge and practice which they can value and use in their university and professional lives.

To plan and design appropriate classes for the above mentioned students, it was also necessary to research more profoundly into topics related to neurolinguistics, EFL (English as a Foreign Language), anxiety control, didactic material, realia (objects of everyday life used as aids to teach) and practical activities related to the students' comprehension.

Finally, with these concepts and strategies, appropriate activities and lessons were designed, which made it possible for the students to develop their progress in the acquisition and learning of EFL at a beginners' level.

Key words: Cañari, Kichwa, ESL students at universities in Cuenca, Strategies to help them Learn English

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DEDICATION

This thesis is dedicated to my beloved daughter, loving mother and amazing brother and for all their efforts and sacrifices to help me achieve this research. And finally, to my Cañari students for whom I did this project.

*“Multilingualism is not a problem to solve
but a resource to cultivate”*

(Suzanne Romaine)

**AN INVESTIGATION OF STRATEGIES TO TEACH ENGLISH
AS A FOREIGN LANGUAGE TO ADULT STUDENTS FROM CAÑAR WHO SPEAK
KICHWA AS THEIR MOTHER TONGUE**

INTRODUCTION

How do people who come from a rural area in the highlands of Ecuador, and speak Kichwa as their mother tongue develop their learning processes in Spanish and English?

How do professors at a university level plan their distance teaching ESL tutorials to help students from Cañar acquire or learn English as a Foreign Language?

This project was undertaken to study these students' realities, in order to develop teaching and learning strategies through focusing on the level of familiar and formal education they present at the time they enter the university. Realities for the purpose of this thesis are defined as social background: language, dialects, social structure, milieu, weather, culture, religion, nutrition facts, housing, transportation, among other attributes. Data gathering was developed in order to obtain a better understanding of Cañari students, their actual condition to learn a new language in order to give them the knowledge and practice which will be valued in their university and professional lives.

To enable professors and teachers to plan and design appropriate classes for the above mentioned students, it was also necessary to research more profoundly in topics related to neurolinguistics, EFL (English as a Foreign Language), anxiety control, didactic material, realia (objects of everyday life used as aids to teach), survivals (practical activities which are related to the students' comprehension).

Finally, with these tools and clear concepts, appropriate activities and lessons were designed, which made it possible for them to develop in their daily life and, not necessarily only inside the classroom.

Chapter 1: Theoretical Framework

1.1 RESEARCHING AND ANALYZING STUDENTS' CULTURAL AND SOCIO-ECONOMICAL BACKGROUND

As Ecuadorian teachers and Western citizens, we tend to think every student has a similar culture and background with the one we are used to. This ideal is represented by the typical student who has lived in Cuenca, and is accustomed to the facilities provided by modern life, such as electricity and all its applications and services, drinkable water, and technology. This involves not only the inner interaction among the Cuencano citizens, or even Ecuadorians, but a considerable impact and interchange brought by globalization processes, which did not start with the Industrial Revolution, or through the Internet and cable television but from ancient times, when the coastal communities of Ecuador interchanged products with the highlanders, and vice versa.

As researchers we should start from the basis. We must find out fundamental information about who the subjects of a study are. What they believe in. How was and as a process of that, is their culture at the present.

There are evident differences such as the color of the skin of the people who live on the coastal region of Ecuador, which is very pale compared to the pinkish cheeks of those living in the Ecuadorian highlands. The dialects spoken on the coast and those spoken in the mountains are also significantly different one from the other. The regional food and the way people dress according to these climatic regions give a researcher an understanding of some of the differences.

In addition to this ethnographic information gathering, interviews, and conversations were important ways to acquire more background knowledge.

1.1.1 WHAT IS THE SOCIO- HISTORICAL BACKGROUND OF THE STUDENTS IN THIS RESEARCH?

1.1.1.1 CAÑARIS HISTORY UP THE INCAS' EMPIRE.

Before the writing process, which came with protagonists of the European Conquest, Latin America did not present factual evidence of its own history. What we know about its multiple cultures is due to verbal transmission from one generation to the next one and so on. Archeology and Anthropology are sciences, which have profoundly verified or discovered decisive data in relation to the first inhabitants of the New World, but unfortunately, oral transmission does not leave clear clues to determine "the truth". What we know is what historians, such as Federico F. González, wrote about what he studied, reviewed and analyzed from previous historians, colonizers and, his own experiences and impressions. Therefore, we only have the chance to trust his words and perhaps some day scientific evidence might demonstrate if the history books were faithful to the reality or not.

Among the several provinces that compose the Ecuadorian Republic, few possess so notable monuments belonging to the former indigenous tribes, as that of Azuay and Cañar. The famous palace named Ingapirca; the fragments of the royal Route of the mountain chains, and the remains of the *Tambos* or housings, testify the greatness and power of the Incas (F. González vol.I 25).

Many items found in graves are the only remains of ancestral groups, which left no other clue of their culture, but only the pieces of puzzles to be assembled and reconstructed in order to allow comprehension of their authentic lives. This is the case with the parishes of Azuay and Cañar; they occupied a great extension of land in the Southern part of the Republic. In ancient times, diverse tribes were living in these provinces constituted principally by the bellicose nation of the Cañaris. (F. González vol.I 37).

1.1.2 CAÑARI WORLDVIEW: MYTHS AND LEGENDS

Cañaris interacted enormously with Shyris, Caras, Quitus, Incas and Spaniards (through the trade of products or the imposition of one culture over the other because of political issues). There are an infinite number of ideas and beliefs, which can be inferred from what those people reportedly of God, from what they think they are and, what is their philosophy of life (Newson, 219; Almeida: Ingapirca, Capac-Ñan).

The Cañaris preserve an ancient tradition about their origin, which resembles the Mayas or Aztecs which then merged with a reminiscence of Biblical stories, mixed with fables and purely local beliefs results in what their culture is (Newson 217). Due to the connections produced by studying ancient Maya and Aztec objects, there appears to be a possibility that Cañaris present a relationship with the Northern Yucatan cultures (V. Zúñiga 161).

The principal gods adored by the Cañaris were the moon, great trees, and mottled stones. According to Garcilaso de la Vega, the worship of the Moon by Cañaris interfered with the conquest and the dominion of the Incas, who adored the sun “Inti” (Newson 225).

Cañaries believed in the world where humans live, a supreme world where gods are, such as celestial bodies, and finally, they assumed there was an underworld for those who pass away.

Cañaris’ three-dimensional perception of things was admirably advanced which became well known with their realistic refinement of work with precious metals to represent objects accurately.

Although, there is no real proof of the Cañaries’ knowledge to read and write, according to Cabello Balboa there is evidence they had certain kinds of written communication from their use of hieroglyphs, besides some objects that

have been found with figures and symbolic characters (qtd. in F. González 39).

There were not only the Aztecs of Mexico who used symbolic paintings instead of writing. F. González mentions two historians: García and Acosta, who coincide in the conjecture that native Peruvians replaced the lack of words, letters or hieroglyphs with coarse paintings and Acosta adds also *quipos* to the description (qtd. in F. González vol.III 102). According to different historians, Cañaries and Incas knew well how to represent maps of their towns and geography (79).

Garcilaso described Cañaris as semi naked barbarians who only covered their private parts, in his book *"Comentarios Reales"* (*Royal Comments*). Many other chroniclers differ from Inca Garcilaso (Cabello Balboa, Montesinos, Cieza de León) who collectively use the following adjectives to describe Cañaris: "Well built bodies, brave, hard-workers, bellicose, valiant, but inconstant and traitors. Women were good looking even with all the hard work they perform: They dig the soil and sow the seeds and harvest in the country, while their husbands are knitting textiles, fixing their weapons and developing other feminine jobs" (qtd. in F. González vol. VI 132)

Cañaris were polygamous, one man had many different women, but only one was the principal. Their wedding was a celebration where the man married the woman he liked the best, and ate and drank at will, and then they performed certain rituals in their own way in order to get married. The first child born a boy, who belonged to the principal wife, would take his father's position in the tribe when the time came (F. González vol. VI 132). These characteristics about male and female duties in their society are still important nowadays.

One of the best-practiced means to obtain uniformity in the conquered cultures was to homogenize the language. Incas forced every conquered village to learn Quechua, which was their language; this way the tongue of the masters of Cuzco was, by that time, the spoken language in much of the South American continent. Nevertheless, as it usually happens, when there is a forced interchange

of interests between the dominators and the dominated, culture in general changes according to processes of interaction, such as the new products one group has and the other does not, and are called by their original given name by the first owners of that product. This phenomenon also occurs with languages with the discrimination of phonetics and meaning with the result that even at the present time, names of places, rivers, mountains, plants and other things continue using the new versions of Cañari names, including surnames and first-names. Nowadays, as American Spanish speakers, natives from South-America have adapted old and new versions of the original and the foreign towns, made them evolve and mixed them producing a result whose basis are difficult to identify, but present in the new dictionaries that Language Academies use to represent the Spanish Language. Cañari words were incorporated in Kuichwa, and passed to the other extremes of South America, as well as they were incorporated from Kichwa to Spanish. Examples of this case are those words used by native speakers of Spanish who live in Ecuador, specially in Cuenca and Cañar, such as ñaño for brother, ñaña for sister, taita for father or old man, chachai for “It is very cold”, astaray for “auch” in relation to touching something which is too hot, tatay for “yuck” to express repugnance.

With the conquest of the Incas’ empire by Spaniards, all the institutions were destroyed and the villages had to adopt new customs; the Quechua language fell in disuse, while Spanish gained territory. By the end of the 16th century, when the conquest had finished the new laws were completely established. Inca Garcilaso de la Vega comments on the fact that Spaniards used Quechua as well as natives did; but as the Bible was taught to native South American peoples, their languages were soon forgotten (F. González 93). *-For Peruvians the language is Quechua, for Ecuadorians it used to be Quichua, but the last consensus about phonetics and the corresponding spelling would correspond to Kichwa for Ecuador only-.*

In relation to Cañaris and language, there is a document that proves evidently that, when the Incas’ language was not useful, Cañaries returned to speak their former native language that continued up to the Spanish conquest. In

the year 1593, that is to say, sixty years after Benalcázar conquered Quito, bishop Luis López de Solís celebrated the first diocesan synod. In fact, the third chapter of the bylaws that arrived at the time for the government of the Diocese was written catechisms of Christian doctrine. They had to be translated into the Cañaris' language because they did not understand the language of the Incas. The chief writer of this catechism was the Presbyterian Gabriel de Minaya. But, what language the Cañaris understood is impossible to discover now; the only fact which remains clear is that it was different from the Quechua language and from the Aymara, supporting the opinion about the differences between the Cañaris' and the Incas' origins (Newson 229).

P. Hervás recounts that in the governments of Atacames, Guayaquil, Cuenca, Bruises, Jaen and Quijos, which belonged to the former "Audiencia de Quito", there were one hundred and seventeen diverse nations, all which had their own languages. According to the same author, in Azuay parish the following diverse languages were spoken: the Cañaris', the Cañaribambas', the Cajas', the Chanchanes', the Cinubos', and that of the Jíbaros' (F. González vol. III 92).

In sum, Cañaris presented a culture which seems to have been rather advanced in some issues, such as the use of moon calendar for sowing and harvesting their land, and being able to maintain a well organized group that resisted even the invasion of the great Incas, demonstrating they were one of the most powerful cultures in South America.

Edna Iturralde, a Quiteña researcher and novelist, has paid great attention to the importance of Cañaries using their mixture of reality and myths to lead their lives. She indicates the differences between studying the Kichwa from Ecuador, especially the inhabitants of the Southern part of Ecuador with those from the North. She also works with historians and chroniclers who demonstrate the differences and changes in the way Kichwa from Ecuador is spoken and that of the Peruvian and Bolivian indigenous, who originally were Incas who had a very similar phonetics and phonology. In her story book for children "Los Hijos de la Guacamaya" and "Caminantes del Sol", the author describes very clearly how fog,

water, mountains, wind, rocks, and many other matters, which for our understanding, are rather inert beings, for Cañaries are living beings” (Iturralde).

As a result of listening to interviews on E-TV Telerama by recognized local anthropologists such as Jaime Idrovo, Napoleón Almeida and Juan Martínez, who explained different issues in relation to Cañaries and their beliefs, one is able to understand issues such as why men as well as women allow their hair to grow long, which is to attract energy and power, besides demonstrating how proud they feel to be indigenous from Cañari culture. Those anthropologists also commented Cañaris have two words to classify people: Mishiruna or friend, and Mashiruna, person not welcome, foreigner, mixed. Besides, certain products like corn play a very important role in their nutrition and beliefs. It is the basis for their diet and there is a large variety of products made from maiz, from boiled corncobs to different cakes made of cornstarch. (Almeida: Ingapirca and Capac-Ñan; Idrovo: Tomebamba; Martínez: Un Encuentro en Gualaceo).

1.1.3 HISTORY FROM SPANIARDS TO THE PRESENT TIME AND THEIR USAGE OF LANGUAGES.

With the arrival of the Spaniards to America, a highly complex series of interactions between Europe and South America occurred. A mixture of races and costumes, along with a new political and social organization, in which some of the Spaniards with adequate education became feudal lords and used their own language, Spanish, middle-rank workers who had to be bilingual -Spanish and Kichwa-. However, the native inhabitants did not have access to learning Spanish.

In relation to languages from the Independence times to the present there is less information. However, what my grandparents told me was quite interesting. This history I can really trust, because it is my mother’s family’s own history. There was an Irish man from Dublin, who came to Colombia where he married a Spanish woman. They had many children and one of them Lucinda Willy, married a Cuencan creole man, Federico Muñoz. They settled in Ecuador and had nine children; the second was my grandmother, Obdulia Muñoz Willy. They had a farm

in Cañar. Neither my great-grandfather spoke Quichua, nor did my great-grandmother. It was my grandmother, the three-year-old girl who was able to speak Spanish and Kichwa, and translated it from her parents to the Cañaries and vice versa. It was because my grandmother's baby-sitter was a Cañari young woman who spoke to the baby girl in Kichwa, while her parents talked to her in Spanish. She did not learn more than a few words in English, because this language was not necessary for communications at that time, they spoke Spanish at home. Besides, my grandmother and her sisters were sent to a boarding school when they were five years old. They only returned to the farm on vacations, and then practiced Kichwa again (M. González).

The other part of the story comes from my father's descendants: His parents, both white descendants from Europeans –Spanish and Irish, who came for the Independence-, got married and had nine children as well. My grandfather lost his mother when he was only three years old. He and his brothers were sent to the city to study in a boarding school. They learnt Spanish. When my grandparents got married, they spent long periods of time on the farms, some in Azuay, some others in Cañar. Their oldest children lived with them on the farm. The children had tutors teaching them at home, including their own mother. However, as they also spent a long time playing on the farm and had contact with the native children where they learnt Kichwa, they became bilingual. Conditions changed and the family was forced to live in the city of Cuenca where they settled and studied. Therefore, they only learnt a few expressions and some words in Kichwa, but were able to understand it. They were not fluent Kichwa speakers. My oldest uncles and aunt were the last generation to be bilingual using Spanish and Kichwa (M. González).

During this time many different situations affected the life style of the population: the Industrial Revolution, the great world economic depression of the 1930s, and the first and second world wars (Rubio 151).

In 1937 and 1938, important laws related to towns constituted by indigenous populations were developed including values to start indigenous education

programs. Nevertheless, the education provided by the Ecuadorian State, offered in Spanish, allowed indigenous minorities to access that education. Mestizos occupied religious and political positions. Foreign religious groups started to talk to people in the 1950s and change their ideas of being workers for others and not their own lords. In the 1960s, certain international organizations started working to improve the indigenous' conditions (Rubio 57, 58).

Agrarian reforms took place in different times in the last century. It was supposed to produce equal distribution of lands, and the improvement of abandoned territories which used to produce, but had become deserted due to the absence of labor. The government decided to give away farms whose owners were not living in the surroundings, to natives who used to be poor workers. The plans did not work and many mestizos ended up receiving these properties (Danbolt Drange 64).

Indigenous people felt the State was finally paying some attention to them. Social services, such as medicine were also new and a great help for the native people who lived in the country and barely had money to pay. Of course, the money to support those services came from the middle class, which was the most affected by the new policies (Rubio 65).

In the decade of 1980s, the government provided new schools to rural communities. In some areas, this action was perceived as a gift from heaven. In others, it did not happen and people continued to wait until it finally occurred. Sometimes teachers were well-trained mestizos who had the necessity or the vocation and the will to help communities and teach them.

Indigenous attendance at school was difficult because children were dedicating more time to walk to school, be there, and return home, and then, they were not of great help for working the land. Many children preferred to go to school and learn instead of staying at home -or ranch-, and having to help in the daily tasks. Their parents really wanted or needed them to help, by taking care of the younger siblings, cooking, milking cows or taking the cattle from one pasture

to another.

Education did not focus on those children's real needs, but rather on urban education realities. Therefore, Spanish was the language used, including the textbooks and their contents dealing with facts that were barely understandable to indigenous children, not only because of the language, but also because of the details that were abstract and unreal for their worldview.

In many rural schools, the teachers were people who did not have formal training to be educators or even a background from their own lives that would allow them to speak Spanish well enough to teach it (M. Zúñiga: 63).

The resulting phenomena that occurred with all these processes, was that students were neither learning Spanish well nor Kichwa at school.

At the present time half of the population from Cañar and Azuay live abroad, because of economic problems in Ecuador where the incomes for their expenses have greatly decreased, forcing people to travel towards uncertain promises: "The American dream".

Some of them come to Cuenca to study at the universities, because they want to be recognized teachers with a legal contract from the Ministry of Education.

Many people want to have a status quo to be part of a socio-economic level to be accepted in different social stratas. In addition, all the cases mentioned above do not only represent Cañari people from Cañar parish, but many other people from Azuay too. As discussed previously, the political divisions and borders of geographical regions do not mark a precise division in the customs of the people. There are many people from Azogues working or studying in Cuenca, and one cannot make a difference, except if their dialect in Spanish has typical

characteristics of less education, impolite words, and the ending “pe” to most of the phrases are typical of people from Cañar.

1.2.1. WHAT HAPPENED TO INDIGENOUS PEOPLE?

During all this time, many different situations affected the lifestyle of the population. The Industrial Revolution in the 1870s produced great changes in life styles, production was machine made and what before was a working possibility for people, became sub-employment and migration phenomena started. For those who had farms and lived from that produce, the situation changed, especially during the 1930s with the world’s depression and with the First and Second World Wars everything changed. Internationally, men went to fight while women and children populated towns. Women who had previously found no necessity to be employed in not well-respected jobs, through the changing needs, started developing jobs to help society and especially home economics. They started teaching in schools and even working in factories. Farms were not producing as expected there was a lack of labor force; therefore, of production. Food was scarce and money as well (Rubio 151).

1.2.2. ORAL TRADITION AND WORLDVIEW OF THE CANARIS

For Andean wisdom, to value and strengthen cultural roots from already experienced lessons and knowledge acquired in the past, which is always in front and showing the path to follow during the present and making it possible to go backwards to the future, which is yet unknown, constitutes the basis for the Cañari philosophy: “*pacha-mama*” (*mother-time*). For them, there is no reversal on facing the past, but on the contrary: it implies learning from the well-known past to construct in the future. At a certain point in time, the past will become the future. It is the beginning of the cyclic Andean time perception. What is considered *cyclic* is not understood as a vicious circle, but as continuity in time, which returns. Nevertheless, it is by no means as it was before. It is called “*pachakutin*” or the

eternal return of time (Cachiguango 2, 3)

1.2.3 CAÑARI LEGENDS AND MYTHS:

As explained previously, oral communication was the way to transmit Cañaris' knowledge and traditions. Therefore, it is important to know about their legends; some of them enclose a moral to pass on from one generation to the next one.

In Ingapirca after its usual Friday fair, it is interesting to chat with people who would tell you fun legends and stories. According to researchers, one conviction they mention is that Incas and therefore, Cañaries, descend from Bolivian people who were brought to Ecuador by Incas. (Almeida: Ingapirca).

Some of their stories are the following:

“The Rainbow” -*Cuichi Japizhca*- is a disease, found where water is present. Women discover shortly after watching to the rainbow they are pregnant (Harald & Almeida 91). ***“The cure for Fear”*** -*La cura del espanto*-. Usually present in babies and children constantly crying and not sleeping properly. ***“Bad wind”*** (*Mal aire o Mal viento*): When the disease is slight, it would only be present through headaches. These diseases would be cured with different rituals and the use of particular herbal and alcoholic potions for each case. The shaman is the medicine man who inherited powers and blessing from gods, therefore, he is able to cure and even more important: to give advice about every single issue related to a person's life. (Harald & Almeida: 91). He protects against curses and helps in finding the person responsible for a crime, but for a price, he will also help in taking revenge or damaging another.

All those described above are traditional medicine customs. They do not

present real evidence of interaction with European traditions or nowadays science and medicine. It does not mean that when a patient is seriously sick he or she will not go to the hospitals and doctors in the city to find a real cure. Sometimes they wait until it is too late to abandon their traditions and consider the possibility of trying modern science.

Both cultures, mestiza and indigenous, have their traditional festivities, which are mixed with pagan or religious characteristics from Spanish folklore. Thus, the following are examples of this:

“Taita Carnaval” (Father Carnival). He visits the homes bringing traditional music and is offered typical food in return. If he is satisfied, he will stay longer, bringing prosperity. Otherwise, Yarcay, the hunger, will bring the opposite.

Religious celebrations imply typical combinations of Christian festivities with regional traditions. Thus, the religious parade proceeded by the sacred image of the saint to venerate, walking towards to the church where the corresponding mass would take place. After that, the pagan celebration starts outside the temple, where games such as “Escaramuza”, the maypole, dances, food and drink are expended in excess. Fireworks are a nice attraction. Many of these celebrations take days to finish.

“El Pase del Niño” is a typical tradition in Azuay and Cañar. This parade presents a great combination of representations of rich landlords riding horses which are completely covered with symbols of wealth and productivity, such as food, bottles of liquor and bills of dollars (even long before it became the official Ecuadorian currency!), dolls dressed as the typical “Chola Cuencana” or baby Jesus (S. González, 23). This parade is a great display of color, tradition, dances, and specially the evolution and mixture of cultures. It is really interesting to notice how through the last five decades this parade has changed: People from elite social classes used to take part disguised as Saint Joseph, Virgin Mary, baby Jesus and angels. Nowadays, they are not taking part in this celebration anymore, unless it is prepared by a private organization. More and more dances and

traditions from different regions in Ecuador, including the jungle and the coast are present. Even Asian dragons can be seen recently.

“Fiesta de las Aguas del Señor de Girón” is a religious celebration to ask the Lord of Girón to provide water and production. It is surrounded by the “escaramuza” which will bullfight the bull in the middle. When it is finally sacrificed, the mayor of the town has to drink its blood in a glass, and then the rest of the participants will do it in order to be allowed to eat the meat of the bull, which is sacred due to it belonging to the Lord of Girón.

1.3 CAÑARIS AT THE PRESENT TIME

Half of the population from Cañar and Azuay nowadays live abroad. Because of the economical problems, the bank issues which broke and closed retaining the money from all their clients, inflation, the new government and due to this, the lack of foreign investment in Ecuador, the incomes for family expenses had greatly decreased forcing people to travel to uncertain promises: *“The American Dream”*. (CEPAL Agust 2004). This produces not only the loss of family values, but also the increased ideal that happiness depends on the amount of money one can show off. “The bigger the car the better I am” (M. González).

One of the most moving scenes I have experienced in my life was once when I returned from Quito to Cuenca in 1998. It was during summer time, therefore, there were many people from Cuenca and Cañar returning to Ecuador. They were coming from the U.S. with their strange hairstyles, extravagant shoes, weird combinations of colors, tattoos, really big sunglasses, and many details that made of them a real attraction to watch in the small airport of Cuenca; besides, they pretended to speak English saying “oh”, “yeah”, “oh”, “ok”, for everything, they do not know how to speak English well (M. González).

There were too many people inside waiting besides me, and also outside, lots of older people dressed in combinations of typical indigenous clothes and children wearing very weird combinations of nice American clothes with the classic

black muddy Wellington boots. Then I figured it out: The passengers were immigrants who spent long periods of time abroad; they arrived with their new fashions to see their children, after *many* years of separation. When grandparents encouraged the children or adolescents run to meet their parents, most of them presented a very indifferent attitude towards their progenitors: They did not recognize their parents! They felt they were strangers. Some parents fell on their knees on the cold ceramic floor to hug their children telling them who they were... but there were only cold responses, which broke one's heart.

Maybe one is not capable of understanding their real situation. Probably, one never felt such a necessity or desperation to try to obtain money to buy medicines or food for one's child. Perhaps, one misunderstands and runs into conclusions about how parents abandon their children. The fact is quite different: they were forced to abandon their kids to find a way to protect them from misery, risking their own lives by traveling to unknown destinations. (Documentary from "La TV" 1998). These parents, eager to lead their offspring to a better life abroad, want them to forget Spanish, and definitely Kichwa, because they need their kids to be proficient in English to pursue better horizons. Many school and English teachers in Azuay and Cañar have shared this last experience.

All those changes affect not only the main families involved in the migration process, but the whole society. The money immigrants send produce speculation, Cuenca and Azogues have become the most expensive cities to live in Ecuador according to architects and engineers, who are in the construction business and build homes with foreign devices, and are or other cities in the highlands of Ecuador. In 1999, Ecuador suffered another reliable sources of information. The price per square meter is more expensive in Azogues than in Cuenca, and both are much more expensive than the land in Quito change in the economical balance: as the land is as expensive to buy in Ecuador as it is in the U.S. immigrants prefer to purchase dwellings there, where they can afford the price and think of taking their children with them to live there, where progress is still higher than here, inflation rates are lower and working possibilities better.

Another fact is that the indigenous, who live in high altitudes surrounded by cold winds, -“Huaira-Pungo” (Door of the Wind)- are forced to find heat from different sources. Feeling such a strong cold and usually not having hot water, their baths are quite infrequent. The amounts of clothes Cañaris wear, as well as their typical woolen hats, display beautifully elaborated attires but not appropriate for warmer regions, which make human bodies expel different odors that are not welcome to other people. Frequently, country people travel by bus taking their chickens, guinea pigs, and other animals with them. This produces certain uncomfortable feelings in relation to being close to the animals. All these features result in different reactions in those whose customs are different. Therefore, they try to be distant from typical indigenous not exactly because of racism, but because of the invisible borders produced by the practice of different habits characteristic of dissimilar cultures.

In sum, Cañaries have been heirs of ancestral wisdom and masters of this heritage. They have been ancestors and descendants, lords and servants, slavers and slaves, givers and receivers of traditions, cultures and languages, which evolved with their own genes, behaviour and customs, making of them unique and different from the common majority of students that universities admit every new term to provide with knowledge to form the future professionals of the country.

CHAPTER 2: Vitality of Kichwa Nowadays in Cañar

2.1 APPLIED LINGUISTICS KICHWA, SPANISH AND ENGLISH.

2.1.1 INTERCULTURAL BILINGUAL EDUCATION IN ECUADOR, PERU AND BOLIVIA:

2.1.1.1 “THE STATICS LIE”

Censuses performed in the past did not take into consideration populations located far away from the urban areas, because of different reasons such as demographic dispersion and the cost they would imply in people traveling, transportation, and all other expenses this research might support, including the difficulties traveling to large areas which must be crossed through without appropriate vehicles, especially in the Amazon region. Furthermore, when it was intended to develop a research with natives from the jungle, the interviewed subjects refused to answer to the stated questions. Because of all these inconveniences, this situation was called “The Statistics Lie”.

When proper surveys were finally developed, as a result of the efforts produced by CEPAL (Consejo Económico para América Latina =Economic Council for Latin-America), and its socio-demographic on the anthropologic and linguistic demand for education, reliable results were finally drawn. Later on, in 1994, these results were updated by international donations for education credit entities (*International Bank and Banco Interamericano de Desarrollo-BID-*) (Von Gleich 41).

2.1.2 CHANGE OF CULTURES

A new problem, that was in researchers' minds, arose when surveys were taking place: the process of losing cultural identity (aculturalización) caused by

conquerors in past times, and the migration process in the early XX, from the highlands to the coast or the jungle and, from the country to the city, or even worse from Ecuador to other countries different from their own cultural system, interfered with the expected results, but at the same time opened new windows to a clear realistic vision of the present conditions. Therefore, the surveys drew worthy answers but also new questions to be responded to. One of them was the ambiguous dichotomy in relation to the problem that if an indigenous person, native from a certain community, but not using his/her town's language ought to be considered an authentic native indigenous. What would be the solution to this question, or should policies allow this person to make a decision by his/her auto-identification or auto-perception of their own reality (Von Gleich 44).

The above mentioned ideas are those which present a starting point for the analysis of ideological-linguistic influences at the present condition of Andean countries: Bolivia, Ecuador and Peru. These three countries are recognized to be multicultural and multiethnic, after their independence in the XIX century (50).

2.1.3 THE STRUGGLE FOR LINGUISTIC IDEOLOGIES

Through the times and the processes of globalization, languages have been the markers of individual and group identities. Conquests and changes in cultures block this process and, the ethnographic minorities are affected if national policies do not allow and protect a system of democratic multilingualism.

Debates between the official and the national languages are obviously influenced by popular linguistic ideologies and individual interests, and not as much by professional or academic criteria (48).

By evaluating the languages to prove them worthy to work as a communication and/or teaching tool, a language is recognized or questioned, not only due to its own value but also because of the representation it allows of the peoples' ethno-linguistic culture (46).

During the three decades between 1970 and 2000, Bolivia presented a great start by trying to identify and define clear laws in relation to its linguistic minorities, which spoke basically Quechua and Aymara. Bolivia was declared multicultural, multiethnic and multilingual, which through arrangements with an international German help for a plan to ensure teachers professionalization (GTZ), started a program to train bilingual teachers to educate those distant minorities in the South of the country (52-53).

Ecuador, last but not least, had started working on the multilingual, multicultural process. The earliest grammatical description of Quichua is contained in a manuscript of the XVII century, written by the Jesuit father Hernando de Alcocer (Ciucci & Muysken 2011).

During the late XIX century, John M. Grimm, a priest and studious, compiled and analyzed various dialects of Quichua, from the South to the North of the country. Astounded by the similarities found while examining them, Grimm claimed a testimony of his findings: "...considering that none of the existing nations, which have common written documentation, present significant similarities, compared to those found among the Quichua dialects spoken in Ecuador, it is remarkable that the oral transmission from several generations has been able to keep language in such a uniform fashion" (DINEIB/CONAIE 31,32, 33).

A renaissance process, previous to the 400-anniversary celebration of the Discovery of America, the President of the Republic of Ecuador, Dr. Luis Cordero Crespo, developed and launched a new Quichua dictionary, which focused its principal study on dialects and lexicon from Azuay, Cañar, Loja and Zamora-Chinchipe (33). Four decades elapsed from then up to 1945, when Dolores Cacuango in Pichincha parish founded the first Indian schools. It was not until 1970 when Quichua was a target of interest for linguists and language researchers again. Quichua grammar investigation and presentation of texts took place in Cuenca (Yánez Cossio qtd. in Küper 123 136). From then on, the labor was intense and the Ecuadorian government received foreign aid to continue its hard but fruitful progress in educating even in very remote areas of the jungle. A unified spelling concept launched a new book: "Kichwa Unificado"

–*Shukyachiska Kichwa*-. From this study, the word Quichua spoken in Ecuador, (different from Quechua spoken in Peru), changes to Kichwa, because of a consensus formed by different representatives of the diverse regions of Ecuador, in order to agree about the ideal Kichwa to be taught in the EIB project (DINEIB/CONAIE: 33).

During Jaime Roldós presidency in 1981, many indigenous conflicts were occurring, and as a result the foreign researchers from the *ILV* (Instituto Lingüístico de Verano = Summer Language Institute), had to stop their work and actions, but they remained silent working freelance on their own up to 1992 in Ecuador. The “Andean Mission” continued working integrating the rural population in the highlands into the economical life of the country, though they did not continue with the Kichwa programs. Therefore, a process of learning Spanish and forgetting Kichwa took prominent place. Bishop Leonidas Proaño, from Riobamba, Ecuador, started a program through radio broadcasting to teach Shuar and Spanish to the Amazon region of the country (Von Gleich 50, 52).

This stage from 1982 up to now is considered the blossoming of the great dream of the EIB (Educación Inclusiva Bilingüe). Nowadays Ecuador works with German help in the *P.EBI project*, to teach languages in the Amazon region. The last achievement in 1988 was the creation of the *DINEIB* (*Dirección Nacional de Educación Intercultural Bilingüe: National Direction of Intercultural Bilingual Education*), this entity enhances the preparation of professional bilingual teachers (Von Gleich 51).

Ecuador is the only country, among the three above mentioned, to have achieved a political party “Pachakutik” which provided two ministers: “Foreign Relations” and “Culture and Education” during Lucio Gutiérrez presidency in 2003. During that government, there were also negative circumstances to the EIB progress, such as Pachakutik party’s inappropriate attitudes, which led to the lack of help from the government to the process of education in rural areas, and now it only assists with 10% of the total population (Von Gleich 51)

2.2.1 THE AWAKENING OF AN ETHNO-LINGUISTIC CONSCIOUSNESS

Kichua and the Aimara, enjoy extensive written documentation in the form of grammars and vocabulary notebooks, evangelization treaties, and other native documents, which date from the second half of the XVI century and the early XVII century. This situation confers these Andean languages a privileged status in front of the lost languages, because their study is tackled, not only through the linguistics, but also through philology and contextual analysis. This fact, allows specialists to study Kichwa and the reconstruction of these protolanguages, and their correct interpretation through these colonial manuscripts, by means of contrasting their often ambiguous or fragmented information with the oral versions, that at the present time, native speakers still use. During the decades between 1960 and 1980, an accentuated interest in the necessity to integrate the written documents with those of philological nature arose.

Those written registers were not appreciated in previous times because they were defective or built on the writer's ideas. Today technology allows studying them easily and working with copies and not the original documents; therefore they can be manipulated with certain precision. All together, a better approximation to the temporal as well as detail in the linguistic and cultural history of the Andean towns is allowed (Cerrón-Palomino 20, 21).

Neo-indigenous movements in the Andean countries press the state to recognize their worldview. At least formally, the state admitted some of their claims. The Peruvian State recognized Quechua language, and a real bilingual education between Quechua and Spanish. A similar situation occurred in the neighboring countries of Ecuador and Bolivia. A vindication of the linguistic specialists up to then, who were not committed before occurred, and a new process of bilingualism started. Teaching praxis was related to socio-linguistics more than merely linguistics. This allowed the preparation of bilingual didactic material, the training of teachers, and the encouragement of bilingual intellectuals, as proved in the surprising experiences of Puno-Peru, Cuenca-

Ecuador, and Cochabamba-Bolivia, according to their own history and socio-cultural view (Cerrón-Palomino 21, 25).

2.2.2. HISTORIC CONSCIOUSNESS AND IDIOMATIC VINDICATION

The treaty to provide to the different regions of the three countries was different in each case. The geography was also different. In Peru and Bolivia the interest was divided between the two native languages: Quechua and Aimara. In Ecuador it was centered in Kichwa. In the decade of the 1960s Quechua synchronic and diachronic studies made considerable progress, while in Aimara they did not pay attention to the historic process. A new question arose: *Up to what extent, does the input of the historical language constitute a true pivot to the speaker of an oppressed language?* (Cerrón-Palomino 25, 27).

During the last decades, ethnic vindication and the language aspects have been stabilized in the educational process. New loyal linguistics had been re-born. The focus on historic fact was an aid to a better understanding of oppressed societies. In linguistics, the perspective could help solve a group of problems that start “externally” (institutionally) in relation to languages as well as in their “internal” (language corpus).

2.2.3. SOCIAL AND CULTURAL ASPECTS

Many languages have disappeared because they were replaced by other ancient languages or by modern languages, such as Spanish through a dynamic development of progress, drawbacks and complex processes, which have not finished yet. Therefore, the historical Andean linguistic, false loyalties and language prides occupy a span of time which will be kept or forgotten, and then the course of action will start its circle again.

What should be focused on is the real idea of a speaker who is able to transmit a collectible past, based on real facts. It is all about prejudices related to the oppressed languages in relation to the other varied dialects of the same language. In Quechua, there are some dialects that present a higher prestige in relation to others. All of them share a same initial history which constitutes a revealing of the past, but this could also contribute to overcome old prejudices that respond to the false knowledge of the facts. Between linguist experts, zeal is developed by one expert's work, in a field that our domestic language creates value and certain power. This attitude between the members of a specific ethnic region responds to the paradox: On the one hand, to belong to one determined linguistic community but, on the other hand, to be citizens of the oppressing society especially in front of the foreign criticism (Cerrón-Palomino, 27).

The retrospective vision of the linguistic past of Andean people allows history and reality to overcome political arbitrariness and recent borders, dissolving affinities and introducing differences where history demonstrates continuity (Cerrón-Palomino 25, 28).

2. 3.1. UNDERSTANDING LINGUISTIC-MIGRATORY PROCESS.

The intercultural concept, as an educational practice, has been developing besides bilingualism. Therefore, the intercultural criterion has to be a double way system: not only from linguistic or cultural minorities but also from hegemonic areas. By presenting some simple but practical ideas, the process of introduction of intercultural concepts into the classroom can be worthy of consideration through a transversal topic in every other subject in the curriculum.

After the second half of the XX century, Latin America experimented and accelerated urbanization in comparison to other places in the world. It was specially focused on the mobilization of the rural population to urban areas. This fact implies that the person emigrating from the countryside to the city takes with him/her all his/her own cultural background (Suxo-Yapuchura, 65).

Cities under these conditions had been forced to reproduce and re-invent diverse Eastern cultural logical solutions as well as original answers. Indigenous

communities, which migrate to the cities, are carriers of a universe of cultural particular patterns that will be part of the urban social interaction.

These immigrants are helped by relatives to settle in the outskirts of the cities, forming strips of immigrants, which later on will become urbanizations. The Peruvian coast is a very clear example of this.

Several political, socio-economical and cultural changes have taken place in something like an “Andeanization” of the countries. The increasing inter-cultural character of urban areas challenges the educational system to prepare new models for indigenous and non-indigenous to apply new policies for education and linguistics in a context shaped by social tensions and dynamics that are still under testing procedures. These matters, found in the corresponding studies, reflect the ample socio-cultural and linguistic diversity of the cities.

As a migrant and as a teacher, Suxo Yapuchura, states that urban schools, which include indigenous children, have not yet changed their curriculum to solve problems related to the cultural diversity these institutions face. This problem becomes more severe when ignored, when the institutional education refuses to see the heterogeneity and perceives the students as equal individuals with similar backgrounds. Schools ought to be able to distinguish their students’ cultural, social and linguistic particularities. Educational institutions should be able to promote inter-cultural relations in order to produce dialogues and acceptance of “the other” (SuxoYapuchura, 2007: 69, 70, 71).

The new laws of education state “the inter-cultural aspects of education assume the cultural, social, ethnic and linguistic diversities as richness, found in the others, which allow us to recognize respect for the differences, support for the mutual coexistence, and the interchange through the different world cultures” (The new General Laws of Education in Peru. No. 28044 in the year 2003 article of law No.8).

The idea of inter-cultural refers to the complex social relations produced in heterogeneous societies, such as in South America. Diverse processes to develop are necessary, such as: interchange, negotiation, confrontation and consensus

and for these to take place the principles of: respect, tolerance and justice are a must.

Nowadays, all Latin American countries proclaim their condition of democracies, and then an inter-cultural democracy has to attend to the construction of a multi-national State. From this approach, the curricular development process leads to the solution of conflicts and to the construction of favorable attitudes towards the culture and beliefs about the openness to the alien (Suxo-Yapuchura, 68).

The Ecuadorian Government Education Plan or *SEE (Sistema Educativo Ecuatoriano)* establishes in its Mission Statement:

To offer a national integral and integrated education system, which will be coordinated, decentralized and, through its institutions, it will offer quality education to contribute to strengthen cultural identity, to promote the unity among diversity, to consolidate students who will form a society with an intercultural awareness. These students will present a reflexive, critical, participatory, solidarity and democratic, universal vision. They will demonstrate dexterities, know-how, skills and values to ensure conditions which will improve the quality of life of Ecuadorian people.

The Ministry of Education also displays on its website:



ministerio de educación ECUADOR

¡BECAS!

INICIO EL MINISTERIO FAMILIA Y ESTUDIANTES DOCENTES Y DIRECTIVOS INVESTIGADORES EDUCATIVOS ATENCIÓN CIUDADANA TRANSPARENCIA LOTAIP SALA DE PRENSA

Documentos Concursos

Acuerdos Ministeriales
Memorandos
Oficios Circulares
Proceso de matriculación
Régimen de costa
Instructivos

La Educación Intercultural Bilingüe enmarca la construcción de una identidad propia dentro de la diversidad.

“Bilingual Intercultural Education frames a self-identity construction in the milieu of diversity”

2.4 IMPORTANCE OF UNDERSTANDING AND KNOWING SOCIAL AND LANGUAGE CODES.

THE *DCB*, (*DISEÑO CURRICULAR BÁSICO* = *BASIC CURRICULAR DESIGN*), CORRESPONDING TO PERU, DOES NOT PRESENT DIFFERENCES FOR THE URBAN AND RURAL AREAS, BUT ONLY TO BE TREATED AS TRANSVERSAL AXES OF EDUCATION IN THE WHOLE COUNTRY. THEREFORE, IN THE YEARS 2000, 2001 AND 2002, THE SUBJECTS OF LITERATURE, LANGUAGE AND COMMUNICATION MEDIA, WERE USED TO STUDY TOPICS RELATED TO QUECHUA, AIMARA, ORAL LITERATURE, THE WRITTEN SYSTEM FOR QUECHUA LANGUAGE, AND MARGINAL AREAS (POEMS, DRAMAS, LEGENDS, TALES, AND PRE-HISPANIC MYTHS) AND VALUES SUCH AS SELF-ESTEEM, RECIPROCITY, TOLERANCE AMONG OTHER IN THOSE AREAS. IN THE SCHOOL CALENDAR, ALSO HOLIDAYS WERE APPROPRIATE TIMES TO PROMOTE ACTIVITIES RELATED TO NATIVE LANGUAGE.

2.5 RELEVANCE OF THE MASTERY OF THE SOCIO-LINGUISTIC CODE

The knowledge of the historical linguistics on the speakers' side of the dominated languages turns out to be quite significant. Therefore, the development of the meta-linguistic conscience or consciousness of the person in charge of a research project, as the "informant/adviser" is crucial, and up to a certain extent that, of the bilingual teacher is extremely important in the process as well.

Much of the research and publications developed by those "informants" have ended up in inappropriate documents, due to the condition of their lack of proficiency in the phonology of the native language. It does not imply that one underestimates the knowledge shown by those native-speaker intellectuals, whose linguistic intuition was demonstrated in a spontaneous way. As a matter of fact, they were reputable according to previous experiences to be wise intellectuals in their language. It simply happened that at the time they had to explain certain differences between a form and another one or between a lexeme and another; they were not trained in the exercise of idiomatic reflection; therefore,

they were unable to explain logical reasons according to a deeper knowledge of the language and its implicit grammar, which led them to demonstrate their frustration about not having been able to answer the stated questions by the investigators of the project (Cerrón-Palomino 33, 34).

Historical linguistics can help the speaker of a language in providing a new perspective with respect of the previous positions on the language under study, to the effects of solving practical problems that arise in developing teaching materials for the programs of bilingual education (35).

The speaker must go beyond natural and spontaneous intuition to carry out this task as an analytical process which demonstrates factual history through the knowledge of his own language.

In sum, the opportunity to accede to the previous stages of the language, is already to cross the compared history that dialectology or the documentary written source the researcher offers to the native linguist or to the teacher of an oppressed language a profitable situation by focusing on a series of instruments of theoretical and practical order for a more rational and comprehensive performance of the reality that is being studied.

2.5.1 VITALITY OF KICHWA IN CAÑAR NOWADAYS

THE FAMILY HAS BEEN TRADITIONALLY CONSIDERED AS THE GENERATOR AND REPRODUCER OF THE LANGUAGE. FOR THAT REASON, IT IS THE SOCIO-COMMUNICATIVE SPACE WHERE LANGUAGES ARE PRODUCED, PROCESSED AND, KEPT OR FORGOTTEN.

Marleen Haboud, Ph.D., studied Kichwa speakers from Ecuador and Peru in depth, and she used the following methodological procedures to estimate qualitative and quantitative classifications. Four issues were undertaken:

- Knowledge
- Usage
- Maintenance
- Loss

There are several native languages spoken in Ecuador, as well as differences in their structures and the vitality they present. Kichwa is the widest spread language in the Andean highlands and the Amazon region. In Ecuador the figures which represent the amount of Kichwa native speakers fluctuate in a range between 300,000 to 2 million people.

Different investigations took place from 1992 to 2006 to obtain this result (INEC 2010). Through different observations, participative and non-participative, informal interviews, life stories, and conversations on diverse topics, information was gathered.

2.6 THEORETICAL CONSIDERATIONS

Geolinguistics is the analysis between the language and the physical and human background. Thus, it tries to understand the socio-spatial environments and the usage and selection of the chosen language, its distribution in specific areas and the identification of demographic characteristics from different linguistic groups, considering economical, socio-linguistics, political and cultural issues, the linguistic mapping and the geographic and historic relations (Williams, 2).

Laponce has developed one of the most consistent and innovative theoretical frameworks for the analysis of the existing relationships between land and political conflicts. Laponce emphasizes on the status and the power of the languages; social spaces that lead to a possible language interaction which is not a static platform but, a social resource for communications and the maintenance of the ethno-linguistic identity.

Haboud differentiates between two groups of speakers of a given language. One is the group formed by some speakers who stay together at the time to mingle and communicate through Kichwa -“*Kichwa block minorities*”-. And “diffused minorities”, individuals who are away one from the other, and who are not exposed to the practice of the language, form the other. When the language is spoken in block minorities, it is more capable to resist and survive against dominant exogenous languages. When the members of a community, whose

language is becoming extinct, emigrate to different areas, either the cities or even abroad, they expose the language to a process of deterioration, change and possibly total loss. This could happen from one generation to the next. The dominant language in Ecuador is Spanish, which through urbanization, globalization, communications media, schools and external organizations, oppresses the minor languages and drives them to disappear.

The selection of a language is not a passive process. Every individual in a community takes active participation in the language process either consciously or unconsciously, in relation to social or personal matters. The conscious process of selecting a language is rather a symbol of communication or a means of resistance to the imposed language. Social and personal factors are frequently dissociated, but the truth is that they are interacting and influencing the linguistic behavior of the speaker.

In Ecuador, the parishes of Chimborazo and Imbabura present the highest figures of Kichwa speakers (91% and 82%), while Azuay and Pichincha present the lowest levels of Kichwa native speakers, who continue using their language. These two parishes are homes for urban centers, *Cuenca and Quito*, where the social pressure by the spoken language for economy, religion and politics is Spanish (Hoboud, 29).

In the XX century men were who emigrated from the country to the mines or the coast to look for better economic chances to support their own families, while women stayed at their hometowns (Robles 46, 47, 48).

Nowadays, Haboud differences three principal factors to determine the variables for the language selection process:

- *gender*
- *age*
- *formal education*

In the XXI century women are more susceptible to loosing their mother tongue than men according to this research. In recent times, women have become the principal economic support for the family and the community. They have to

deal with different situations such as formal education; besides, public and private organizations where Spanish is the language people use. Women's migration processes occur for more extended periods of time; therefore, their contact with the dominant language is higher.

At the present time, the number of people who are Kichwa native speakers is smaller than the number of people who are Spanish or bilingual speakers -between Kichwa and Spanish-.

Spanish, the dominant language is widely spread for public and formal communications while Kichwa, the dominated language, is commonly used in family environment usually between elder people, groups of women for conversations about their traditions. However, this is not a fixed condition, but a dynamic situation that varies according to the necessities of the society.

In Cañar, the most spoken language in their diffused minorities is Kichwa, while those who are treated by the indigenous as "mestizos", speak Spanish in the town of Cañar.

In Azuay, the difference is quite significant: Only 15% of the indigenous population speaks Kichwa. 54% use Spanish, and the remaining speak both languages. This state does not only take place in public environments, but intimately inside families (Hoboud 56, 60).

In Kichwa originally native congregations of people, communitarian activities such as the "minga" (social labor developed in groups to serve all of those who form the community), and political or socio-economical meetings, are the most exemplary situations to evaluate the usage of languages, Kichwa is still spoken as the preferred language, 61%, 25% is spoken in Spanish and both are used just by 13%. In spite of this, the local governments are joining efforts with the communities in order to achieve better results. Therefore, Kichwa is less spoken and Spanish is taking its place. This leakage also affects the family and the traditions. Every town moves around two principal places, which are the church and the market. In the church, many masses are in Kichwa, but because of the mixture with mestizos, most of the services are still spoken in Spanish. Many

religions have as their intention to evangelize parishioners and have helped Kichwa by writing the gospels in the indigenous language (Hoboud 48, 49).

At the market, with all the trade of products from different regions, people from several communities meet there and speak Spanish, the common language for most of them. Spanish is the appropriate language to use, it is polite to be able to speak it in front of all those who do not speak Kichwa, besides this language is regarded as less prestigious for mestizos.

Some people, who are Kichwa native speakers, comment that even if this language is not important for their economical or prestigious progress, they are conscious of their needs to keep speaking Kichwa to preserve their traditions and language.

On the other hand, in Imbabura, people prefer to learn English and not Spanish, due to their condition as exporters of textiles, besides the increment of tourism in that parish. They proposed to include *English* in their bilingual schools, where Kichwa and Spanish have already been included in their curricula.

Despite the fact that most interviewed people said they were willing to speak one single language in order to avoid the “*chaupi-lengua*” (half tongue), they do use it at home and even in the multimedia for broadcasts.

Some interviewed people mentioned that if they do not use Kichwa, it is going to be lost. Nevertheless, many of them declared they were not appropriately able to speak Kichwa anymore, because when they were young their parents told them not to use it, but instead learn Spanish, which would allow them better possibilities in their lives. Therefore, they are neither able to communicate properly nor to teach Kichwa to their offspring (Haboud, 60, 64).

2.7 EXPERIENCES WITH EIB (EDUCACIÓN INTERCULTURAL BILINGÜE) AND ISPED (INSTITUTO SUPERIOR PEDAGÓGICO).

For authors such as Robles Pillco, the levels of bilingualism vary according to the proficiency of the two languages in interaction. In his opinion, there are three categories to observe:

- **INCIPIENT BILINGUALISM:** Speakers who are not able to understand and communicate fluently in one of the two languages but, they are able to understand the other language.
- **SUBORDINATE BILINGUALISM:** Speakers who present elementary skills to converse in a second language. They present deficient or null skills for reading and writing.
- **COORDINATED BILINGUALISM:** Individuals who present a proficient level in oral communications and medium or high skills in reading and writing.

In my own experience, the students from Cañar who have had Spanish classes during High-school and sometimes at the Elementary-school too, and who spoke Kichwa at home with their families, are completely proficient in Spanish, therefore I could assuming that as their mother tongue is Kichwa, they are completely bilingual. Unfortunately, I only have had two students who presented this condition: Jesús Pichisaca and Delfina Guamán. Both of them explained to me individually, in private conversations, that they studied High-school with catholic priests in Cañar. Jesús emphasized the fact the priests used to correct their Spanish mistakes all the time.

For the other students I have had, who are bilingual students and who studied a formal education in EBI high schools in Cañar, they are not proficient in Spanish, I would qualify them as Subordinate Bilinguals (M. González).

Finally, I have had three students who can barely speak Spanish who are over fifty years old, and they only learnt Kichwa at school, besides the mandatory subjects, but not any other language, *-including Spanish-*. When they started receiving English classes with other teachers they failed and started to take tutorials with me. Then, we had to start from the very beginning of English, as if they were babies learning a language (*Incipient bilinguals*).

P.EBI has contributed to the consolidation of a new curricula, by implementing new didactic material for teachers and students. It has also enhanced the professional methodology of trainers for teachers, pedagogic

specialist evaluators, out coming and publishing of the obtained results in a magazine designed for this specific purpose (Von Gleich 51).

Besides the creation of EBI, Ecuador has, as well as other developing countries have, created ISPEDs (Instituto Superior Pedagógico = Pedagogics Superior Institute), which were established in order to satisfy the emerging necessity of teachers for rural areas. Many of the students who attend UNITA to study Pedagogics, come because of an arrangement this university has with ISPEDs in Azuay and Cañar, which allows students who have finished their three year stage of studying and qualifying to be teachers, to continue their higher education at a superior level, such as the university level, to graduate and obtain the professional title, which UNITA is empowered to confer to students who fulfill all the necessary requirements.

Unfortunately, not every ISPED guarantees the proficiency level students are supposed to have when finished with their studies, due to the fact that some of these institutes teach basically Kichwa and just some subjects in Spanish, allowing these new professionals to obtain the role of teachers with a very elementary level of Spanish to be taught to children at rural elementary schools. - *Thus, children will learn a defective Spanish, while English has not even been considered as a requirement to continue their professional development.*

Most of the arrangements UNITA holds with ISPEDs occur within Cuenca, but to mention one, the Quilloac Institute in Cañar, where students cannot accumulate all the credits, which are necessary for ISPEDs to access the fifth term at Pedagogics in UNITA. It is due to the before mentioned fact about the lack of Spanish to communicate at the university standards of proficiency in language usage. This is the principal reason to develop this thesis project: *to improve the learning skills in English for students who mostly come from ISPEDs in the surroundings of the town of Cañar.*

2.8 MULTILINGUALISM IN ECUADOR

For Bolivia, Ecuador and Peru, 15% of the total population to be taught another language, besides the mother tongue, is characterized to correspond to

the middle, high and elite social classes. They are not interested in learning forgotten languages, but instead of that, they are willing to learn tongues that would allow them to have a competitive advantage by means of learning prestigious languages, such as English, French, German or Italian, instead of Kichwa, Aymara, Shuar, or Guarany (Von Gleich 55, 57).

In spite of the fact that demographical and linguistic data are imprecise, it is an undeniable fact the Ecuadorian population is heterogeneous and its towns have lived a history of conflicts, where minorities survived to dominate mainstreams (Haboud, 8).

Kichwa was expanded not only because of the Inca domain, but it was a tool to approach the people to impose knowledge and religion onto people. (M.Zúñiga: 53).

Philosophical currents in the education field were implemented in Ecuador, but indigenous minorities have not been involved in the modernization process up to the last decades. Their knowledge, beliefs, and needs have not been considered to include them in the process. In this respect it is possible to say that Ecuador presents a homogenizing trend.

Luis Enrique Cachiguango states: "... Intercultural relations are only possible when the integrants of different cultures agree to respect the others beliefs and customs". And he also adds: "...Cañaris also feel it is an imperative necessity to let the other cultures understand their "runa-shimi" (human language) to enable individuals to appreciate what is different from what is unknown to their culture, and it is difficult to explain it without the precise terminology".

In order to allow this process for feasibility, Andean natives feel the necessity to let the others understand their worldview.

In 1992, one of the goals in the above-mentioned schools to improve education processes, was to include English as a principal language in curriculums.

The Ministry of Education and Culture –MEC- and the British Council developed an agreement called CRADLE (Curriculum Reform Aided at the

Development of the Learning of English) to be implemented in public education in Ecuador. The target of the CRADLE project is focused on providing aids for the students to be prepared for the future with a well-based knowledge of English. They also provided permanent technical assistance to teachers.

The DINEIB (Dirección Nacional de Educación Intercultural Bilingüe) argued that no institution from the EIBs received any aid from the CRADLE program. CRADLE was designed only for the middle school and not for elementary school.

English remains the most required language by schools and their stakeholders, even in spite of the social imbalance which generates ethnic and sociolinguistic conflicts, as well as stereotypes and attitudes, which in the end affect the learning-teaching process. Bilingualism and diglossia are concepts which deserve to be properly understood as dynamic processes occurring because of social conflicts.

“Diglossia is a situation in which two languages (or two varieties of the same language) are used under different conditions within a community, often by the same speakers. The term is usually applied to languages with distinct “high” and “low” (colloquial) varieties” (Oxford American Dictionaries Widget for Apple computers).

As a rule, foreign languages have been the property of hegemonic groups, providing them with prestige and acceptance. On the contrary, native languages are diminished and rejected. Therefore, speakers of Spanish (the national language) who also are able to speak other languages such as English, French or German, are elite citizens highly considered as individuals who are capable of advancing in the future. Meanwhile, that individual who speaks Spanish and other indigenous language would be a diminished bilingual person.

For John Edwards, the majorities that are incapable of listening to their own unfair conditions, inside the sphere of cultural democracy, are equally deaf to the unfair conditions of the system (qtd. in Haboud Op. 20: 12).

There are two types of lingual functions in this social analysis:

- *A sentimental relevance felt for a language due to loyalty for traditions and culture.*
- *A concrete relevance of a language because of the facilities and progress this language provides for the present and the future.*

Under the globalization process and all the improvement productivity trends Ecuador presents nowadays, the question, which arises, is:

How willing are the social indigenous minorities to acquire English as a second or foreign language?

On the one hand, in front of the increasing tourism in Ecuador and, the production improvement, which took place in 1990, people from indigenous communities demanded to be taught English as a media to improve their life conditions. Haboud says: *“Se debe enseñar inglés en las escuelas bilingües Quichua castellano, como un medio de ofrecer mejores oportunidades de trabajo a nivel internacional”*: *“English must be taught in Quichua-Spanish bilingual schools, as a means to offer better international working opportunities”* (Haboud EBI: 32).

There is a very strong demand from the indigenous people to learn English in order to be able to control their own resources and production means. They understand now, Spanish and English as needed tools to improve working conditions and life styles. Indigenous people also think that “mishus” will respect us. (*Mishu: Quichua for mestizo, who is usually not welcome in their communities and homes in Idrovo, 26*).

On the other hand, there are those who defend the idea that children in indigenous schools should first learn Spanish well. They also mention that the inclusion of English in the curriculum would accelerate the process of losing identity.

The two above-mentioned points of view are evident testimonies of heterogeneity in ideals to improve the socio-cultural environment and therefore progress in education.

People are afraid of failure in the multilingual English-Quichua-Spanish process. The EBI project has not drawn significant percentages that demonstrate a real progress in Bilingual Education, neither has the CRADLE project, yet.

Indigenous people are isolated from other towns and cities; therefore, they see it as almost impossible to learn English this way. And, the conviction that English inside this criteria makes no point at all.

Some authorities in certain indigenous communities are against English in schools. They are extremely certain that children are not even able to learn Spanish... *how then, are they going to learn English?* they say (Conversations with schools' principals in rural areas).

Should we question ourselves, at this point, *if the indigenous isolated minorities develop a different cognitive process from those of the elite levels?*

At UNITA, or any other university in Ecuador, it is not an option.

Before October 9, 2010, the laws for Universities and Superior Institutions demanded the students learn a second language, which was not specified. Therefore, it could either be Spanish for those students whose native language was Kichwa, or any other language.

On October 10th, 2010, the laws changed, and the new disposition pointed out the second language to be learnt up to a proficient level, was English (LOES- Ley Orgánica de Educación Superior- 2011).

2.9 CAÑARIS AUTHENTIC NEEDS FOR LEARNING ENGLISH.

Observing in multimedia, where our native people are emigrating to, we can find them basically in two sites away from Ecuador:

- The United States of North America.
- The second place is Spain.

Why do people emigrate?

There are several answers but all of them compound in a single response:

Because they want to pursue the American dream

A dream of freedom... Freedom from economical abstinence, from lack of opportunities to study, to work, to make progress and to offer offspring a better world with chances one sees impossible to obtain in one's own country. Chances to be considered as capable people who deserve opportunities to demonstrate the work one is willing to perform in order to be recognized, valued and paid for. But besides to face risks, challenges and even sacrifices, one is blindfolded to predict and understand. Values which are not treasured until one has already lost them. But above all this, the hope for a better life continues, when people see no other opportunity but a distant promise to chase, there is no other option. For many people it is either to stay and suicide or leave and take the risk.

Stories one listens to by being an English and Spanish teacher in conversation classes are infinite sources of surprises to document the reality Ecuadorians live. During the scarce one hour of class, one finds students who are travel agents, flight assistants, police officers of higher ranks, army men, and politicians, besides people willing to emigrate. One is able to learn of all the hard times they go through in order to do so, and the needs people from Azuay and Cañar face on a regular basis. For Cañaries, coming from isolated distant communities, barely speaking Spanish, and traveling to other developed countries and facing the immediate necessity to communicate in English not only to access better possibilities to find a job, but to survive, English is the invaluable tool to guarantee their success in such a trail.

2.10 OTHER EXPERIENCES WITH BILINGUAL PROGRAMS.

An anecdote worthy to mention

Several years ago, a documentary about a visit to China was presented in an Ecuadorian TV program called "La TV". It was pointed out, as surprising, that the Chinese language had a very extensive amount of words significantly similar

to words in Kichwa and, *coincidentally* presented also similar meanings. I am able to remember just a few examples of them:

CHINESE	KICHWA	ENGLISH
shunko	Shungo	Heart
puca	Puka	Red
chicha	chicha	a beverage made of fermented <i>Maize</i> (South American Quichua) or <i>fermented grape</i> (China)

By using the previous introduction, my intention is to let the reader understand why I decided to compare Chinese, with the Kichwa students, subjects of the current investigation.

In a research developed by W. Molton, in China, published in an article called “Toward a classification of pronunciation errors”, the investigator studied some Chinese native speakers, at a highly educated university level, who needed to pass English as a requirement, having reading, writing and conversation classes. They did very well at the two first skills. Where they presented problems was at the conversation section. They were doing well at listening and understanding but, their principal problem was at pronouncing correctly and speaking fluently (Molton, 101-109).

On a regular basis of asking students to read out loudly, errors were clasified, resulting in that they used to change sounds of the English “r” for “l”.

Another error was that words that started with an “s” sound followed by a consonant, were really difficult for them to pronounce correctly; they used to add an “e” sound, like the one used to pronounce “elephant”. These errors mentioned here are exactly the same difficulties Spanish and Kichwa students present at learning English as a Foreign Language. It is a fossilization produced from Spanish to learning English, although in Spanish it is not an error, it is the correct way to say words with this condition of having the “s”

sound not preceded by any other sound, but followed by a consonant; the transference from the sound used to utter either in Spanish or Kichwa is passed to English.

All the data gathered by Moulton determined that the problem found its roots in psycholinguistics and sociolinguistics. Then Moulton concluded: *“Only when the WHY of the error has been discovered, will it be possible to design useful corrective exercises”* (Moulton, 109).

Other similar experiences developed by authors such as Suter, Adams and Rintell, determine that a native’s language, with its taxonomy, rhythm, and habits can be remarkably tenacious and produce great interference with the acquisition of L2 (Second Language). Not only in relation to the principal characteristic of the linguistics but also to socio-cultural features such as the recognition of emotions based on facial expressions. E.g. In a study performed by Rintell, showing different expressions from English native speakers of Arabic, Spanish and Chinese learners, the first two groups had presented not any problem to determine the emotion of the analyzed emotion, but for Chinese it was quite different (Li, 1-5; Rintell, 1-84).

2.11 ENGLISH PROGRAMS AT UNIVERSITIES IN CUENCA

2.12 CAÑARIS NOWADAYS IN THE PRESENT RESEARCH.

When I decided to develop an investigation on strategies to teach English to Kichwa speakers from Cañar, I was quite certain the topic was possible to develop and not as extended as I realized later on. However, it is a necessity and my own obligation and target due to the fact I decided to take on that responsibility because of being the director of the languages institute at UNITA.

Approximately ten years ago, I started working as an English teacher at Universidad Tecnológica América in Cuenca, Ecuador. My first impression of Cañari students, at that institution, was that they were not many, but difficult to identify individually because all dressed the same and did not mingle with the rest

of the students during coffee breaks or social activities occurring at college. I wondered about my insights: how well these students did at the university... I had the preconceived stereotype of indigenous students who were not able to speak Spanish well and definitely not politely.

While chatting with a professor, who taught “Oral and Written Communications in Spanish”, I asked her about Cañari students’ development in that subject. She very subtly replied she was developing a new practice in her career: How to teach Spanish to foreign speakers of the language with an already established set of incorrect bases (M.González).

Time quickly passed by, and I became the coordinator of the English area. Shortly after, two indigenous students came to see me to request for help in English; *they were going to fail again*, they said. I asked them what was the problem they were facing with English, and for them they only knew it was too difficult to understand for them.

As part of my responsibilities I had some hours aimed for tutoring students who presented inconveniences related to English learning. Thus, I set a schedule for Saturdays at seven o’clock in the morning, the only possible time for them to take an extra hour, besides all the other tutorials they had while coming only that day during the whole week. They woke up at three o’clock in the morning to be able to walk to take the bus to the town of Cañar, and after that, another one to Azogues and then, two more to arrive to the university. Our trail had started, as well a new challenge in my professional development.

I realized during the first session I had with Luis Quizhpi and Antonia Guamán, both had problems speaking Spanish. Luis’ issue was in relation to pronunciation of vowels, but Antonia’s was quite complicated, she did not understand more than 25% of the total conversation in Spanish. Luis had to translate from Spanish to Kichwa for her, thus she could be able to follow instructions. I thought it was only a matter of time for her to practice with the BBC-Salvat English method, which uses only the indispensable amount of instructions in Spanish and then all the English teaching process utilizes *the British Method* (Communicative Approach) through picture-dictionaries and listening to dramas

and exaggerated conversations for students to be able to connect the sounds and written words to meaningful contents of expressions and background sounds that would lead them to understanding.

Luis made significant progress from the beginning of the course to the end of it, twelve weeks later. He told me he needed to implement an English program at the Quilloag Institute; therefore, he was really interested in being proficient at English. It did not occur with Antonia and her learning. She did not feel the necessity to learn; she only needed the title to develop her work.

For the next coming term, I observed at least one class of each and every English level opened at the diverse careers at UNITA. In all those classes where Cañari students were attending, they were barely passing with great deficiencies or directly failing English. Therefore, I decided to have a meeting with all the deans of the faculties, the Academic Director and the Principal of UNITA-Cuenca, in order to have a different system and start giving students placement exams in order to locate each student in the level of English he or she was to take and not allow everybody to be in the same class. The meeting was successful and the university would improve the English teaching system. Now students were in homogeneous courses of English with classmates who shared the same levels and met the same requirements.

In spite of the achievement obtained, the problem was not completely solved: students in the first terms of foreign language, which was always English, even placed after the examination, made different levels of progress, and Cañaris continued to struggle with the English learning practice while their other mates were demonstrating their proficiency to pass to the next level with high or at least average knowledge of the subject in question.

For the next semester, teachers were replaced: those who were more patient and were really engaged with teaching were designated to lower levels, besides the BBC-Salvat English method was standardized for all those students who attended to classes only once per week, or even once per month. This way the method to use was appropriate for self-study and students would not need to understand long and too detailed Spanish instructions at a high level to learn

English. I took the largest group of beginners for that term. I needed to experience it to understand it and try to solve the difficulty.

Thirty-two students formed this group, some came from Cañar, others from different areas of the coastal region, some others from the jungle and many of them were from Cuenca. A characteristic that were common to all those students were that it was the last hour of Saturday classes; therefore, all of them were exhausted and eager to go back home. They were hungry, tired and definitely not willing to learn English at a beginners' level, which is probably the most difficult stage because it implies a complete set of new rules and ways of thinking.

Cañaris were completely shy. They did not dare to have eye contact, they sat at the back of the classroom, they hid their hands and feet as well as their faces under their woolen hats, sitting in a very contracted and timid position, intending to be invisible to the teacher in front and, possibly to the other classmates as well.

I usually started the first class with a fun story of how I learned English ... By the time I'm finished I have got everybody's attention and interest. I could make them smile or even laugh, but especially make a connection with them. I had opened a little window, and the affective filter was starting to open its conduits to let English, and me, in.

Then, I would let the students know I am Cuencana, and I really learnt English as a second language, and that is possible for everybody who is disciplined and constant to learn. After that, I would truly motivate them to realize how important English is nowadays, in our globalized world. During all this presentation I continued paying attention to the students attitudes. I needed to be very sensitive to their reactions in order to keep their interest. Finally, I handed them the material and demonstrated how to use it at home.

All these previous steps are a constant in my tutorials and up to that day when I decided to teach the group of Beginners (name given to that level of English proficiency at UNITA), with the Cañaris, it worked out well. From that day on, I certainly understood I knew very little information about other cultures in my own country. I used to consider myself a person with a reasonable amount of

knowledge about general culture related to different parts of the world, but the Cañaries proved me wrong. I was not able to understand how to get to them, how to trespass that invisible barrier made of uncertainty about their very hidden personalities.

They did not develop their language progress at the same speed and confidence their classmates achieved it. They did not talk about their problems. They did not mingle with the others. They did not speak Spanish, but Kichwa or “half-tongue” and not clearly, but covering their mouths with their hands or barely opening their lips to utter clear sounds. They were the last to enter to the classroom, even if they intended to sit at the back.

They were completely isolated from the rest, even being classmates and studying one next to the other student who comes from another region of Ecuador, they live parallel realities. Each territory, each group of friends, each division of genders, ages, languages, dialects, styles to dress and the food they eat, make them part of a unified reality, which is to be Ecuadorian students at the English Beginners’ class at UNITA, but at the same time to be Cañaris, proud warriors or defeated remains of disappeared cultures... with rich sophisticated attires or country relegated towns... with ancient knowledge or with globalization ignorance... possessors of death languages or evolved species of dominant genes (M. González).

Saturday after Saturday I saw my Cañari students coming to classes, which was something to admire. They usually felt tired after three or four in the afternoon and quit their classes to take their long journeys back home. But they felt motivated; they kept coming and attending to English classes. Finally I found the gap in between activities to go and sit with them and help them with their intentions to utter English words so quietly. It was hard to listen to them even being sitting just next to them. They were extremely shy, and afraid of failing.

I started wondering about their life styles and the conditions in which they lived. I asked them why they were learning English and the answer was not only because they had to pass this requisit of this subject, in order to obtain a degree at the university. It was rather to be able to talk to their close family living abroad

in the U.S, who hopefully someday would be able to take those who were left here to have a better life with them, and be able to see their beloved ones again.

They were my students, my responsibility. I was the one on charge, the one supposed to possess the knowledge and the tools to help them learn. If they were tired, I was the leader who had to find incentives to awake and motivate them. Up to certain extent, I was able to do this with many of the 32 students attending the class, but not to a satisfactory level with the Cañari people. I tried everything which was possible for me to do for them. But they still remained shy and forced to talk, not eager to progress.

I decided to start dividing the class, isolating the shy students from cold Cañari areas from their extroverted classmates, who even unintentionally would leave them behind in this competition of strengths where the most powerful survives the rest.

All of them were my students. All of them deserved to receive all my attention, assistance and help. Therefore, I needed to find an answer to solve the conflict. How to make them overcome their fears and shyness, their lack of appropriate education to allow them to be ready to acquire the knowledge they deserved as well as any other of their classmates. A question puzzled my thoughts:

What made them different?

How could I find answers to allow them to overcome this obstacle?

Some notions were over understood, even though they were not scientific explanations to validate any professional hypothesis. This moved the present research to focus on obvious sequences to find answers:

1. *What was their background?*
2. *What did they need?*
3. *What did they want?*
4. *What was equal for Cañaris and all the other students?*
5. *What was different about Cañaris from the rest of students?*

Obvious aspects, such as all these students are human beings, who do not present evident incapacities to learn, but similar conditions in evolutionary terms. Then, I remembered one of my first classes at the university where we discussed there was nothing new under the sun, and we had to start from the foundations to find answers to stated problems. This reason led the present research to try to explain the strategies humans use to learn languages, and What are the conditions which might influence or even change learners either positively or negatively?

What is left to this investigation is to determine specific information highly relevant for understanding Cañaris' differences or problems to acquire or learn English as a Foreign Language.

In order to try to find those conditions and processes the following chapter has been developed.

CHAPTER 3: How Human Brain Acquires and Learns Language

3.1. HOW LANGUAGE OPERATES IN THE BRAIN

Language is an indispensable part of human culture. It is one of the pillars of the human intellect and, the principal means whereby individuals formulate thoughts and convey them to others. It plays a role in analyzing the world, in reasoning, solving problems, and planning actions. It allows us to convey memories of the past and beliefs about the future, to engage others about events that have not taken place, and to express the relations between events. A combination of semantic and artistic force can make writings such as Second Isaiah, the Gettysburg Address, or Shakespeare's sonnets, the definitive statements of spirituality, jurisprudence, or personal love for a culture or an individual (Caplan "Language and the Brain").

By comprehending how the human brain works, up to the extent science has found out up to the present time, investigators should be able to design and develop exercises and tests to understand how to improve learning skills for a

Second or Foreign Language. Previous experiences demonstrate how people with learning problems have achieved them through different stimuli.

Modern linguistics has taught us that, in its essence, language is a special variety of code. A "standard" code consists of a set of symbols that can be connected to the words and phrases in a language. When we crack a code, we understand an encoded message because we understand the language that we have translated the code into. Natural language is

a different

because its forms are related to meaning directly (Caplan "Language and the Brain").

The forms of language are simple words, sentences, intonation, and other "representations." Words refer to objects, actions, properties and logical connections. Sentences relate words to each other to depict events and states of affairs in the conversation or whether a sentence is a statement or a question. Language is a complex code because all these types of representations interact to determine the meaning of each sentence in each context (Caplan "Language and the Brain").

Language processors activate these linguistic representations in speaking, understanding, reading and writing, in a remarkably fast and accurate way. For instance, when we speak, we select words in accordance with what we think our listener will understand. We activate the sounds for each word. We construct a syntactic structure to relate the words to each other, and an intonational contour to convey the syntax (Caplan "Language and the Brain").

All this information is translated into movements of the mouth, jaw, tongue, palate, larynx and other articulators that are regulated on a millisecond-by-millisecond basis, so that we produce about three words per second or one sound every tenth of a second on average. Yet we only make about one sound error per million sounds and one word error per million words (Caplan "Language and the Brain").

3.2 NEUROLINGUISTICS

Neurolinguistics is the study of how the NEURO (brain) permits human beings to have LINGUISTICS (language). Scientists have tried for over a century

to understand how the brain learns, stores, and processes language. The task is difficult because there are no animals, which have symbol systems as rich as language, and since language is one of the functions that is uniquely human, understanding the neuro-circuitry that underlies within it is extremely important (Oblor & Gjerlow 1).

Language is partly in the vocal cords and in the hands, but mostly it is in the brain. What allows us to learn language is this complicated interconnected network of a whole variety of different regions of the brain (science bulletins, uploaded to youtube on April 9, 2009)

For this reason, for a long time, information about how the brain processed language could only come from the study of the effects on language of neurological diseases in humans. In the past decade, exciting new techniques have allowed us to picture the normal brain at work processing language.

What used to take decades to learn, as scientists waited for the opportunity to examine the brains of patients at post-mortem, can now be approached in months using positron emission tomography, special analyses of electroencephalograms, fMRI (functional magnetic resonance imaging), magnetoencephalography, and other tools (Oblor & Gjerlow 34,36,166).

However, long before Neurology was defined as a science, physicians studied language problems in the brain. In the nineteenth century, Paul Broca identified a specific area in the brain assumed responsible for language, which because of the discovery was named after this scientist as "Broca" (Oblor & Gjerlow 1, 4).

Neurologists categorize how to study the brain in different ways. One is the notion of lateral dominance (the ability one hemisphere of the brain has to be substantially more involved in language processing than the other half). Wernicke (1874), the neurologist who followed Broca, discovered that in the left-brain, which is the most dominant hemisphere, there is other area that controls part of the connection between language and thought. In the early 1920s, Alzheimer, another neurologist, determined forms of dementia related to different intellectual processes including language dysfunction. However, scientists such as Pitres

(1895) and Freud (1891) had questioned how bilingual or polyglot patients have recovered their language abilities after suffering brain damage (Obler & Gjerlow 6, 25).

Linguists have analyzed language through a set of levels independent one from the other:

- The sound system: PHONOLOGY
- The system of meaningful units underlying words: MORPHOLOGY
- The system for combining morphological units into sentences: SYNTAX
- The system for combining meaningful sentences into utterances: DISCOURSE
- The system of understanding meanings: SEMANTICS
- The study of language in units greater than the single sentence, to use them and understand them: PRAGMATICS

3.2.1. THE BRAIN



Graphic by Lumosity in Merriam-Webster Dictionary online.



It is common knowledge that the brain controls the human body: muscles, movements, thoughts, etc. When we have an idea, make an unconscious decision to convey it in language and then produce some utterance. The exact process of how the brain works to produce this mediation between the thought and the linguistic reaction is not completely understood yet.



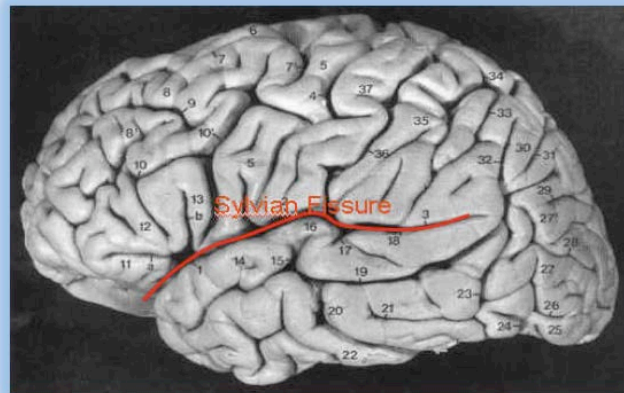
Graphic by BrainHealthandPuzzles.com

The Central Nervous System is formed by the spinal cord and the brain. The spinal cord, which is housed within the spinal column, communicates the brain with the peripheral body parts through the nerves. The side openings of the vertebrae allow for pairs of spinal nerves to go out from and into the spinal cord. Finally, at the top of the spinal cord the skull protects the brain.

The most relevant part of the brain, for the language production is the cerebrum. It is divided in two hemispheres, the left and the right. They are not completely separated but rather connected by fiber bundles, which form a significant structure called corpus callosum. The cerebrum surface is the cortex distinguished by its convolutions: gyri and sulci, which delimit the brain in four lobes: the temporal, occipital, parietal and frontal lobes.

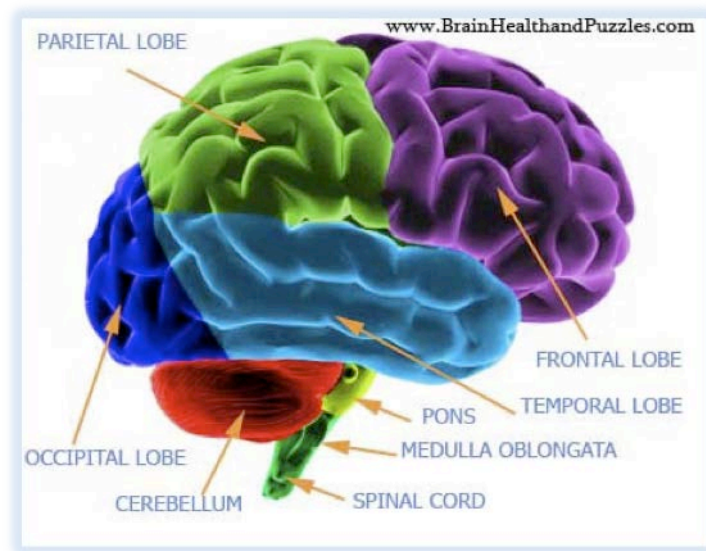


Graphic by Lumosity in Merriam-Webster Dictionary online.



http://culhamlab.ssc.uwo.ca/fmri4newbies/Images/sylvian_fissure.jpg

The Sylvian fissure cuts through the language area, placing the temporal lobe below and the frontal and parietal lobes above.



Graphic by Brain Health and Puzzles.com

The outer surface of both hemispheres is the “gray matter” and it is composed of cell bodies. Beneath the gray matter, is the sub-cortical regions called “white matter” basically formed by cell fibers. The most dominant area for language production is the cortex, but the sub-cortex develops a very important roll in this process.

1.1.1.2 3.2.1.1. WITHIN THE DOMINANT HEMISPHERE AND LANGUAGE PRODUCTION

The second major brain specialization for language is within the left hemisphere. Only a relatively small part of the cortex is responsible for language processing. This region lies around the Sylvian Fissure (the deep fold in the brain lying roughly parallel to and above a line from the outside corner of the eye to the middle of the ear), and consists of advanced association cortex. This area appears to be responsible for sign language as well as spoken language. The way language is used exerts some effect however: Written language probably involves areas nearer the visual cortex, and sign language may recruit areas close to those related to the ability to locate objects in space.

Can we be more specific about exactly where in this language region particular language operations are carried out? Where do we activate the sounds of specific words, or compute the meaning of a sentence? The jury is out on this question. Since the earliest investigations into the topic, some scientists have

thought that the language region works more or less as a unit, while others have sworn by the idea that individual language operators are localized in specific parts of this region.

This example illustrates the complexity of the processes. An individual was reported to have problems in constructing syntactic structures-the ability to structure the sentence *The dog that chased the cat ate the cheese* so that, despite the sequence of words *the cat ate the cheese*, the dog and not the cat is understood as the animal doing the eating. The damage to any part of the language zone can affect the ability to assign syntactic structure. In this example, there was even evidence for a mild impairment in syntactic processing after strokes in the right hemisphere, though the effect was much less than after left hemisphere damage (Obler & Gjerlow 49,70).

However, when we studied the areas of the brain that increased their blood flow while *normal* subjects read syntactically complex sentences, only a small part of this area increased its metabolic activity. This suggests that there is some specialization within the language area that is involved in syntactic processing.

Left-brain / Right-brain. As it is true for every other functional ability; parts of the brain specialize in language. The brain has two roughly identical halves -- the left and the right hemispheres. We now know that there are small differences in the sizes of some regions in the two hemispheres. These differences may form the basis for the first major brain specialization for language - lateralization of language to the left hemisphere.

In about 98 percent of right-handers, the left hemisphere accomplishes most language processing functions. In non-right handed (which include left-handed and ambidextrous) people, language functions are far more likely to involve the right hemisphere. There is some evidence that lateralization differs in males and females (Obler & Gjerlow 50, 54).

There is also evidence that the non-dominant hemisphere is primarily involved in functions that are just one step beyond the essential language functions of relating form to literal meaning. These include determining the

emotional state of a speaker from his or her tone of voice, and appreciating humor and metaphor.

The picture may be even more complicated, because what is true for syntactic processing may not be true for other language operations. When we studied deficits in the ability to convert the sound waves that hit the ear into speech sounds, we found that strokes that disrupt this process tend to occupy a region of cortex quite close to the primary auditory cortex. This was different from the pattern seen regarding disturbances of syntactic processing, where strokes in many areas impaired this function.

Korbinian Brodmann (qtd. in Obler & Gjerlow 50, 54) did another classification of the brain according to the different types of cells. The “Geschwind/Galaburda Hypothesis” suggests that a single layer of cells developed in the middle of the back of embryos early in gestation, begins to differentiate into three types of cells:

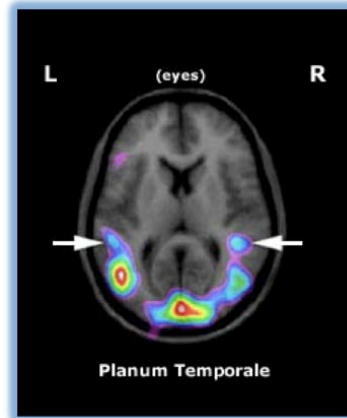
- The system for lateral dominance, to determine which cerebrum hemisphere will be the responsible for handedness and language.
- The endocrinal system, which among the normal hormonal functions has been proved to be responsible for certain unusual migration of cells producing dyslexics which affect to the child in the reading process but, this unusual migration of cells could also imply positive consequences such as great ability for music or math.
- The immune system will protect the fetus against infections, which could damage the regular cellular development of the brain.

3.2.2. CORTICAL BRAIN REGIONS IMPORTANT FOR LANGUAGE

In most parts of the cerebral cortex, there are different concentrations of fiber cells. When one section of the cortical area on one of the hemispheres of the brain is stimulated, it usually makes the muscles on the opposite side of the body move. This effect is produced because nerve fibers cross over to the contralateral side. Even so, there are ipsilateral (same-side) connections, which are not as strong and evident as those related to the opposite side. Nowadays it is obvious

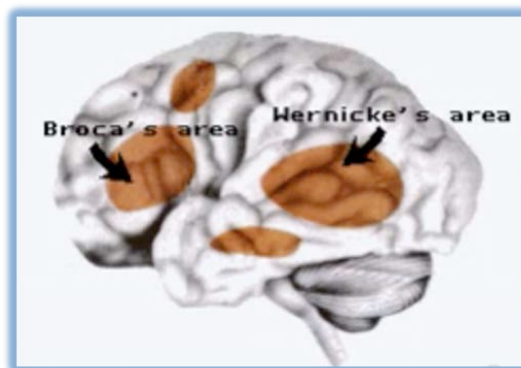
where nerve fibers, which receive sensory input (afferent), are located on the cortex of the brain, they are called somatosensory areas.

The *Planum Temporale* appears to be markedly larger in the left hemisphere of most humans, and because it is contiguous to other language areas, it is presumably very important for the language process.



Positron emission tomography captures an increase in blood flow to the pars opercularis (largest bright spot), a small area of the language zone that may be specialized for processing sentences with complex syntax. (PET scan courtesy of Dr. Caplan.)

Broca's area is involved in motor planning, specific for speech. Wernicke's area seems to be necessary for making sense of auditory stimuli, discriminating non-language noises from those sounds, which may be categorized as speech.



Picture from <http://www.youtube.com/watch?v=iuPeOKeCxu8&feature=related>

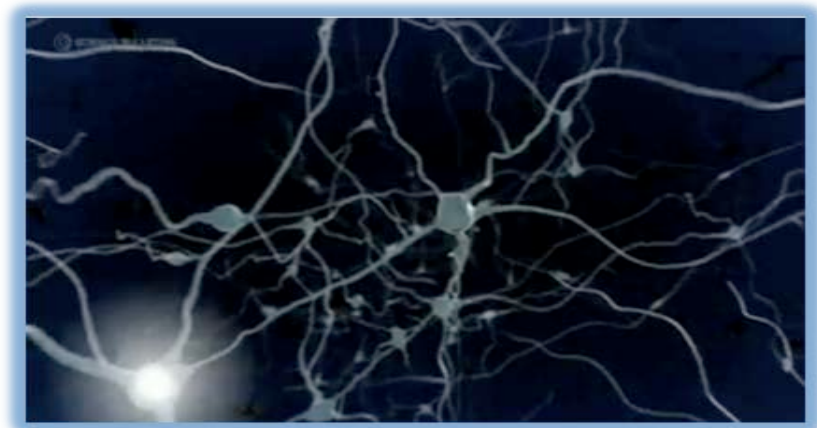
Since the 1800's experiments to determine how language works in the brain have been performed by phrenologists. In the beginning, only observation of patients, who had suffered of brain damage, were studied. Later other

experiments were practiced and nowadays image techniques are used to stimulate the brain of a living human being by emitting electrical impulses. With these, an important fact that needs to be emphasized has been proved: the right hemisphere tends to work on visuo-spacial information and the left hemisphere with information of language encoding.

Also, aphasia lesions, cortical stimulation and brain imaging allow scientists to study and delimit language areas in the left hemisphere of the brain, around the Sylvian fissure.

Professor of Psychology at the New York University, Gary Marcus, explains: "Human beings have a lot in common with other species. Humans are like Chimpanzee 2.0. Humans are adaptations from something like chimpanzees, and our brains are built on some fairly complicated machinery that is already there, so language actually draws on a lot of mechanisms that were shaped over a long period of time and then came on top of that." (Marcus 120, 127).

In the late XX century, technology and science have been competing for advancement and discoveries, each one of them helping and pushing the other to advance faster. This event has allowed tremendous progress in the brain and language researching. Thus, through fMRI tests, the brain has been exposed to stimulus in different areas, as well as electric pulses that would lead certain sections of the subcortical area of the brain to be unable to produce reactions to the received stimuli. (Obler & Gjerlow 145-168). This has also allowed determining more precisely what region of the brain is responsible for a certain function. The area that receives the stimulus and is not blocked but affected by the sound or image emits electric discharges, which allow investigators to observe them through a brain scan on its corresponding computer screen.



Graphic from the American Museum and Natural History.



Graphic from the American Museum and Natural History.

Modern science with the aid of advanced technology allow drawing the following findings:

Not every individual reacts to brain stimuli in the same fashion, nor every process in the brain develops a physical action. Therefore, it is necessary to consider “psychological reality” to explain different phenomena occurring in the human brain, which is not evident to the specialized computer to determine a pattern of an undoubtable behavior. In language different areas are evidence of this:

- **Phonology:** People do not speak in separate phonemes, but in combinations of them without even realizing all the orthographic and grammatical processes they develop beneath their logical awareness. Phonemes depend upon a

context to vary their pronunciation, such as the case of the phoneme /b/ which will change its sound depending on the vowel that follows it, say /i/ or /u/. Phonemes /b/ and /p/ present similar characteristics this process is not clearly defined in brain areas where it takes place, specially because these differences are mainly based on the VOT (Voice Onset Time), which varies in fragments of a second. To the non-native speaker of English this produces confusion. Meanwhile, for the speaker whose mother tongue is English, /b/ and /p/ are obviously different sounds. This will also make difficult for the foreigner to develop the precise pronunciation a native speaker of English utters and would immediately recognize the speaker who intends to imitate the correct sound not being very successful. Suprasegmental phenomena (utterance of stress and intonation independent from the sounds of consonants or vowels) also occurs in non-native speakers who might intend to use their native language to transfer intonation from that to English, this is also included in “psychological reality” for intonation patterns.

- **Morphology:** Children who acquire their first language do not only learn words’ pronunciation, but also rules, this implies a mechanism of neurotransmitters processing information to create paths to generalize to similar conditions in other morphemes, such as the ending “ed” for past tense of regular verbs, though children will standardize this condition when transferring it to irregular verbs. E.g. “doed” for “did” (Obler & Gjerlow 149).
- **Syntax:** The syntactic notion of hierarchically organized phrasal units appears to be determining where code switching can take place in bilinguals. Zurif and Caramazza determined the ability to construct structural trees is a clear function in brain organization (qtd. in Obler & Gjerlow 149 to 151).
- **Lexicon and Semantics:** Situations when expressions such as “on the tip of the tongue” are not difficult to hear or say. This implies one is able to know the meaning for a word one cannot recall in its form at that precise moment. Neurologists have encountered there are two different modalities for lexicon organization in the human brain: there is a “bank” of words for their meanings (either oral or written) and another for their forms. It is very interesting to notice the brain follows quite complicated processes to search, locate and access the

required word. Apparently this condition differences words not for their basic structure, but for the frequency of their usage. Experiments that prove this theory have being practiced on patients who were highly educated; their usage of common words was wider and more sophisticated than in those patients whose education was rather basic, and the vocabulary they would use was more elementary.

- **Pragmatics:** The ability to use language in communications implies understanding the context in which the message is being transmitted, the use of body language, presupposition, implicature, taking turns, maintain eye contact, inferring and, producing emotions related to what is being said, are all characteristics of pragmatics. These abilities are specially affected when there is lateral damage of the right hemisphere of the brain. Individuals with normal functioning of their brain will be able to recognize when and where an error has been made in speech, and will also be in complete capacity of correcting it. In bilingual individuals, the ability to choose what language to use can also be impaired when right brain has been damaged. At the time this break down has occurred it is possible the bilingual speaker will use the language his/her interlocutor is not able to understand without the minimal intention of trying to do it.

3.3 HOW CHILDREN ACQUIRE LANGUAGE

It is popular wisdom *children are sponges who absorb knowledge*. Several linguists believe babies are born with the innate ability to acquire the language in which they are immersed. Noam Chomsky believed in *Universal Grammar*, as a general ability humans have predetermined in their nature to be able to organize language structures based in common characteristics to every language (Chomsky 107, 197) Some other scientists such as Jean Piaget and Carl Jung have presented opposition to Chomsky's Universal Grammar (qtd. in Dubos 97).

Discovery Health and Living Channel in 2009 presented TV series in which a number of outstanding conditions allowed people to overcome health problems or injuries caused by accidents. In this series there are some segments where different conditions and incredible reactions allowed people to overcome suffered

damages. There was the case of a two-year-old girl who was a victim of a lethal car accident. She survived but lost completely her left-brain hemisphere. Medical doctors assumed she was not able to recover a normal life and be able to walk or speak. Her parents stimulated her constantly and made her play as a normal. Two years later she was running and fluently speaking with very little remains of evidence of the damages produced in her brain. Her right brain had compensated for most of the functions the left hemisphere would have had to perform under normal circumstances.

Electrophysiological techniques have been used to experiment and demonstrate the left hemisphere dominance in infants even before language is learnt. Erik Lennenberg studied in depth children with unilateral brain injury in order to analyze its effects on language. A new hypothesis was born "equipotentiality". "He also noted that the age at which persistent aphasic symptoms resulted from left hemisphere injury was approximately the same age, around puberty at which *foreign accents* became likely in a second language acquisition. He proposed that the brain had a certain interval when its plasticity allowed for the flawless acquisition of language. During this time, new brain areas could assume the functions of injured areas. This is known as the *critical period hypothesis*" (Obler & Gjerlow 66).

After Lennenberg proposed his hypothesis in 1967, many scientists have experimented trying to identify clearly when the critical period ends. In 1989, Johnson and Newport presented a convincing study performed on individuals who had immigrated to the United States at least a decade ago. The test was based on grammar skills and the results drew that people who arrived as early as the age of five years old, presented clearly declining abilities for certain syntactic phenomena (Obler & Gjerlow 66).

Recent studies suggest the right hemisphere is not entirely able to take on abilities only possible to be performed by the left hemisphere. Evaluations practiced on numerous individuals who had suffered different left hemisphere damages, even when they were very young, and at the time of the experimentation presented normal behaviors while developing their regular daily

lives, and conversing as well as any other person their age would. When tested grammatically they failed in structures such as *passive voice*. They could not change the subject by the object in order to restate sentences and then infer the grammar rule.

Dorothy Aram, speech-language pathologist, challenged previous studies and asserted that age is not a determinant factor of posterior incapacities, but the area in the brain that suffered the damage. She states that even before pre-natal periods the left and the right hemispheres are not equal. Each one of them has defined functions when injured will cause non-reversible effects to compensate for the disorder already produced. She based her theory on the practice performed with children who had brain damages from birth and others who suffered injuries in later times of their first five years of life (Obler & Gjerlow 67,69).

Galaburda and Kempler documented differences at cell-level structures between both hemispheres. It is also demonstrated that anatomically both hemispheres are different and the left one present a bigger Planum Temporale, where language is supposed to have its *language center* (Obler & Gjerlow 70).

Numerous researchers in the brain and language field have studied the correlation and opposition functions developed by both hemispheres of the brain. Among them, Satz, Strauss, and Whitaker (1990), agree that current knowledge of neuroanatomy demonstrate it is not possible to present a complete interchangeability of the two hemispheres, not even at birth. However, they suggest Lenneberg was partially correct and some areas of one of the two brain hemispheres could be aided by the similar, though not exactly equal, corresponding regions of the other hemispheres to overcome the deficiencies caused by damages (Obler & Gjerlow 70).

Obler & Gjerlow conclude language abilities in children are more diffusely organized than in adults. Besides, the left hemisphere holds the components, which determine syntactic and grammatical abilities, not clearly observed in the right hemisphere (Obler & Gjerlow 77).

In order to allow a schematic clear idea of the language processes in the brain, the following chart is displayed:

SUMMARY OF LINGUISTIC AND NEUROLINGUISTICS DEVELOPMENT
BY ERIC H. LENNENBERG ADAPTED BY OBLER & GJERLOW

AGE	USAGE LANGUAGE DEVELOPMENT	OTHER REMARKS
0-3 months	- Emergence of cooing	- No lateralization of function
4-20 months	- From bubbling to words	
21-36 months	- Acquisition of language structures	<ul style="list-style-type: none"> - Hand preference emerges - Left hemisphere begins to assume sole responsibility for language - Language appears to involve whole brain
3-10 years	- Grammatical refinement and expansion of vocabulary	<ul style="list-style-type: none"> - Evidence for both hemispheres still active in language - Possible to re-establish language in right hemisphere if left is damaged.
11-14 years	- Foreign accents in 2 nd language learning	<ul style="list-style-type: none"> - Lateralization is formally established-usually irreversibly - Language free parts of brain cannot take over except where lateralization is incomplete (due to childhood pathology)
Mid-teens-senium	- Acquisition of 2 nd language is increasingly difficult	<ul style="list-style-type: none"> - Language definitely lateralized in left hemisphere for 97% of population.

(Obler & Gjerlow 68,69)

3.4. HOW ADOLESCENTS AND ADULTS ACQUIRE LANGUAGE

Lenenberg, quoted by Obler & Gjerlow and Gjerlow, predicted that it was hard to learn a second language after the *critical period hypothesis* of brain maturation, due to this being a very advanced in its process. This theory presents its basis from experiments developed with children who were studied in their acquisition process after puberty.

Neville carried out several experiments, which led to the clarification that left and the right hemispheres develop different roles in the language acquisition and learning processes depending on the age of this even to occur. What remains clear is that the left hemisphere takes control of the logical processes while the right hemisphere takes more control of the social-pragmatics development, both completely indispensable for the language development at its entire capacity. Visual and auditory skills have been deeply studied to understand this process, but the conclusion remains just as a hope to someday shed a brighter light in language acquisition and language learning (Neville & Batterink 235-253; Tallal 4).

Many children who learn a second language present problems related to deleting or simply not pronouncing the final consonant of a word. Another situation is that some children with language inconveniences present similar problems to those of the Kichwa native speakers, which in the intending to pronounce velar consonant sounds such as /k/ they would pronounce it at a forward position in the mouth uttering a sound much closer to /t/ sound. "Children with language impairment can be accurately identified using temporal processing measures" (Tallal 526).

There are auditive problems, which could be caused by early ear infections in babies or in families different formation of the motor-planning system could be inherited or transmitted by genetical transferring or wrong pronunciation schemes, which would be listened by their offspring and learnt with the same inconveniences. It also becomes a problem with mispronounced words from one region to another, and then reproduced by the fellow listeners, such as the case of Spanish in Cuenca and Quito. In the first city the word to "plug-in" is "enchufar" but

in the northern region corresponding to Quito it has a mistaken variation: “enchuf~~l~~ar”, which cannot be found in updated dictionaries, not even in those approved by several language academies in South America. When translating words from English to Spanish, specially those new terms related to inventions in technology, found first of all in text books, and having no guide for phonetical usage, the word would be pronounced as Spanish speakers assume they would sound in English, for instance “target” in Spanish is mispronounced as “tarjet”, producing a j sound such as that used for *jet* or *jump*. Another example is the new word Gigabite, or just giga, which in Spanish will be pronounced as in Geena instead of just presenting the “g” as in “get”. All these problems occur not only in native Spanish speakers, but also in Kichwa speakers (M. González).

In conclusion, under regular circumstances, where a child is brought up in a normal environment and one principal language is spoken by all family members and people who would be in contact with the child, he/she will be able to acquire the mother tongue demonstrating proficiency in a relatively short period of time, comprehended between the first and the forth year of life, at the time when his/her utterances, word order and usage of vocabulary and grammar will allow this child proficiency according to his/her age. When circumstances vary, because an impediment has taken place and it will modify the child’s language acquisition, aphasias (*loss of ability to understand or express speech*) may occur and then the creature would be not only a child to help developing his language abilities, but a means to study brain functions and problem-solving remedies. This has allowed scientists to find the words order in a child’s brain is not as clearly defined in the brain, and specifically in the language area, as it is in adults.

3.4.1 NEUROPSYCHOLOGICAL CLASSIFICATION SYSTEM

During the last fifty years, great progress has been developed according to the studies related to how humans acquire and learn a language. Before the 1980s many experiments were developed in order to determine how the brain processes the information either auditively or visually. This is to say that a systematic series of physical and chemical operations are performed in the brain which are not linear, they are several and take place simultaneously in different regions and paths of the neuronal system. The results of performed tests drew

conclusions such as the visual capture of a written letter or representation of a complete word -either printed in the Roman alphabet or also in hieroglyphs- is captured by the eyes, then sent to the language area in the occipital lobes and processed only in the left one (*information processed in the right occipital lobe must travel through the corpus callosum to arrive to the left one to be processed but, when there is a damage in the corpus callosum the data cannot pass to the language area and words in graphics will not be understood in their conceptual significance*) (Obler & Gjerlow 115,122).

Information processed in the brain is apparently stored in different ways. For instance, concrete words like “library” are easily visually captured, language processed, recognized and semantically understood, while abstract words are difficult to process suggesting there is a different organization in the lexicon (Obler & Gjerlow 118).

3.4.2. BILINGUALISM

The definitions given for “bilingual” vary from the individual who is able to domain speech in one language and is also capable of comprehending the basic knowledge of a second one, to that of the person who is completely able to understand and manage two languages at the sophisticated level of a native speaker of his/her mother tongue. This second case has been specially studied and experienced in bilinguals whose parents, *each a native speaker of one language different from the other parent*, spoke to them in his or her own native language.

Learners who were interested in watching movies in English and/or listening to music in English, can learn a great deal of vocabulary and useful expressions, being able to understand oral English as well as speak it, even making mistakes but speaking it. However, students who watched television were not good at writing and spelling, but they were able to produce oral communications (M. González).

The following case study illustrates very clearly all the bilingual processes the members of a particular family were exposed to and the achievements they obtained:

Sonia, a 5 year-old-girl, attended to ballet classes where she met Emma Clare, and her family. They were British, but came to live in Ecuador and then had two children: Thomas and Emma, the family moved to live in an isolated farm twenty minutes away from the center of Cuenca. They spoke English at home all the time. The father did not spend much time with friends in the city frequently; therefore, his improvement in Spanish was poor. Teresa, the mother had studied Spanish when they arrived to live in Cuenca, her accent was obviously as an English speaker, in spite of her good usage of /r/ and /rr/ phonemes in Spanish. She made mistakes when using “subjunctive”, the most difficult tense to use in Spanish because of all its own vocabulary and, subjective and hypothetical situations of usage. Nevertheless, the subjunctive is quite frequently used even by children over seven-years-old. For Thomas and Emma, the permanent contact with schoolmates, extracurricular activities and sports made them have a daily routine enriched of contact with cuencano children. Therefore, these British children became bilingual and bicultural. They frequently spend vacations with their grandmother now living in Scotland. Emma and Thomas do produce code-switching mentioned later in this chapter.

For Obler & Gjerlow, when quoting Buchwald, children stop distinguishing sounds that before their first year of life were notoriously distinct, but if not needed to be differentiated in the spoken language of usage, those children lose the ability to recognize their differences. This fact has been demonstrated in infants by behavioral techniques. Besides, it has been verified in adults by using event-related evoked potentials (ERPs) of imaging techniques to demonstrate Japanese speakers do not show the electrophysiological responses correlating to the distinctions between /r/ and /l/ which English and Spanish speakers do (Obler & Gjerlow 125).

The fact that young children are able to acquire a second or subsequent language without an accent in any of them is clear evidence that the human brain,

before some “sensitive” or “critical” period, is capable of developing two or more different sets of instructions for the articulation apparatus. The question that arises then is if the adult learner, who presents a “foreign accent” is simply using the same set of neurons and synapses for his/her native language, just with some adaptations, or is it that this individual is creating a second system which is not identical to that formed by the native speaker of that same language?

Successful stories about people who were able to learn a second language fluently are common when this process has taken place before the brain's maturation range of time is finished. The problem seems to start with people who were not exposed to learning auditive methods before “the window of opportunity” was closed. Then, students would be able to learn but there will be serious difficulties acquiring pronunciation especially with sounds presented in minimal pairs of English, which differ from those sounds not existing in the apprentice's native language. This is the reason why adults who do not present a basis of similar sounds in other spoken languages of their acquired knowledge, transfer previously known sounds to adapt them in the new language. However, this might imply “foreign accent” production. For these individuals there seems to be no evident difference between the newly listened to sounds and those they use to utter them which may be problematic for being understood by other English speakers who may not understand their words. “For virtually all adult second language learners, some differences between the native speaker and the second language learner are the norm. The *foreign accent* is one such difference” (Obler & Gjerlow 124).

3.4.3. HOW MULTILINGUALISM IS PROCESSED IN THE BRAIN

Three people related to my family, who do not know each other, are a fascinating proof of multilingualism in my own experience. Each one of them has conditions that made them excellent users and producers of different languages. They all share similar characteristics:

1. Mother and father are native speakers of different languages and talked to their children in his/her own mother tongue since they were babies.
2. The environment they were living in presented a third language different

- from their parents' native languages, allowing children to learn it as well.
3. They learnt another language at school and used it, too.
 4. They all had the ability to switch on and off from one language to another, from the four languages they were exposed to.

In my own experience as an ESL teacher, I have taught Spanish-speaking students who came back from interchange programs, which took place in English-speaking countries. These students demonstrate fluency and a highly accurate utterance and pronunciation of English sounds. It is the rule, in spite of some counted exceptions that did not acquire high levels of native-like pronunciation.

Students who have attended to bilingual schools tend to continue their education at universities, which usually present facilities to teach higher levels of English. Nevertheless, UNITA is not one of them.

For most Spanish and Kichwa native speakers, there is no difference in the pronunciation between /b/ and /v/. Nevertheless, these two letters and phonemes appear in the written sections of dictionaries and therefore, spelling. I used to teach English at one of those centers based on the “natural approach” methodology, where students must listen to sounds and dialogues before attending to encounters with the teachers. Everytime I presented the *Alphabet Lesson*, I took it for granted that students would have to be taught the differences between the two mentioned phonemes. However, once I was with a small group of five students and to my astonishment, there were a boy and a girl who presented no surprise or difficulty in understanding and reproducing the appropriate sounds for those two phonemes. When we finished the class I asked them where they had learnt to make the appropriate difference between those sounds, and they told me in a very notorious accent that they were from Spain they were from Spain and had just arrived to Ecuador, but their mother was from Cataluña and she had taught to them how to make that difference since they were children.

When working with mature students (50 to 70 years old) it is interesting to notice they try to understand the logical process of the language instead of its pronunciation and expressions to communicate more accurately. Even those students who are musicians and present higher auditive skills try to use language

as a logical process instead of considering pronunciation the most important aspect of oral communication.

3.4.4. THE BILINGUAL LEXICON

For all those individuals who are able to speak two languages the question stated by Obler & Gjerlow and Gerlow is "...two systems or one?" implying with this how the bilingual system is organized in the brain and, how it could be represented for an easier understanding (Obler & Gjerlow 128).

Many different bilingual individuals are able to become completely fluent in the two languages. It is demonstrated that it is not a matter of cognitive intelligence, but rather how early in life children acquired all the languages they will use for the rest of their lives and practice them while being monitored by others who will correct their mistakes and after, they will be monitored by themselves (Riehl 254).

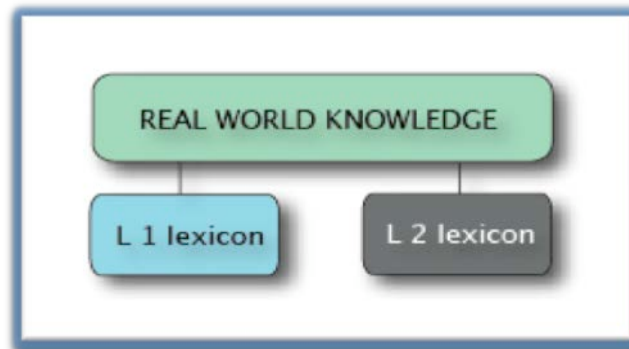
According to Riehl's study on bilingualism, there are different possibilities of schematizing bilingualism in the brain:

Firstly, there is one independent group of neurons per language, destined to capture, process, understand, analyze and take action through the cerebellum to articulate the phonatory system to elicit a response in that same language.

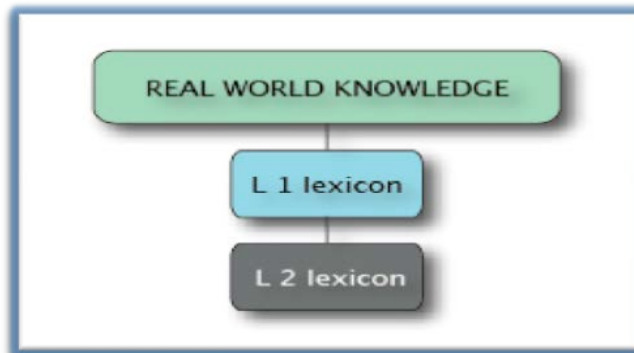
Secondly, the process to decide what language to use and then be able to combine it or not with other languages implies there is interconnectivity between the diverse language centers which could exist in the same brain. How they are connected is difficult to determine at the present time, but there is the fact with fMRI scans that mental activity can be studied and recorded to further observation. This allows scientists to determine how bilingual individuals produce interactions in their language.

Riehl's model propones an interconnectivity scheme that starts at the semantics' field. Then the neuronal electrical current flows to the phonological area to search for sound patterns, those activated will feed back into the processing level looking for more words and interacting then with the previous center to choose the best option (Riehl 248).

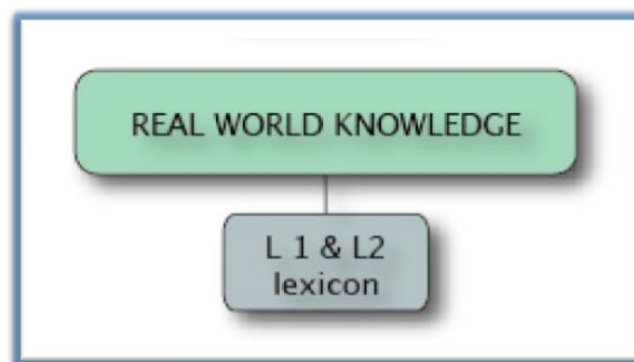
When one word is listened to, the brain must select the correct language that word belongs to in order to understand it and take it to the next levels. This is such an amazing process considering all the electrical circuitry which should be activated. Obler & Gjerlow, present four alternatives to bilingual organization in the brain as it follows:



Each language has a separate relation to concepts; no overlap in the association of words and ideas.



1. The words in the lexicon of one language are associated with concepts. The words in the other language derive their meaning from their translation equivalents. No differences in association.



2. Words in each language are associated with concepts. The words in the other language derive their meaning from their translation equivalents. No differences in association.



3. The two lexicons overlap in their relationship to the conceptual store. Some items share many associations, some none.

Findings based on experiments also present some difficulties for the code-switching model. The Stroop test presents cards with a series of rectangles printed in different ink colors for the first time. The subject will name the color of the ink. For the next time the cards will not only present plain ink colors, but the ink will spell the word for a color say “green” is the word which is written, but the color of the ink will be red. The subject must say the color seen and not the written word. Most subjects who perform this task present high levels of accuracy. They seldom confuse the ink color with the spelled color. Although, there is a significant difference in the time spent to develop this second section of the test, which suggests that consciously individuals choose the color but unconsciously they are still trying to process the meaning of the word. Nevertheless, when already speaking in one language a word or phrase from the other language could slip in without being noticed by the individual who produced that utterance. This suggests there is a very intense communication between the two brain hemispheres to produce discrimination between visual and conceptual associations in order to produce language.

3.4.5 CODE-SWITCHING

For Garro many bilinguals, who speak fluently two or more languages, frequently present the ability known as Code-Switching, which is basically the intended or unconscious skill that takes place while speaking one language to substitute words or phrases belonging to the other language in between the rest of the context being spoken at that time. According to Garro, this condition does not only apply to speakers of English and Spanish, but to many other pairs of languages (qtd. in Obler & Gjerlow 131; Heredia & Brown website). For this clarification “half-tongue” speakers of Kichwa and Spanish would be included in this category. Apparently, this condition tends to happen when the frequency of the word or phrase in usage is increased. Therefore, the effect of turning on one language while keeping the other off becomes easier and faster when the repetition produces expertise in this practice. As a result, the production of adopted words from one language to the other allows a good communication between the transmitter and the interlocutor in the conversation process.

Code Switching could be misunderstood as the usage of a word which does not exist in the other language, or whose usage is longer or more complicated. But Code-Switching occurs with words which are similar in both languages or present similar characteristics, and also with words that are present in a regular basis of usage. “Okay” is a word which exemplifies this situation very well. For instance in Spanish there are other words which mean exactly the same, but OK has been spread around the world because of its easy and short utterance usage after the World War II. As a matter of fact in the beginning it was only used by English native speakers, but as its use became popular and Spanish speakers used it very frequently for situations which were very similar to the use of words such as “bien”, “muy bien”, “de acuerdo”, “bueno”, allowing “OK’s” perfect substitution of those words. OK would occupy exactly the same position in the Spanish sentence, without forcing variations in the grammar structure for the remaining components of the full structure. The use of OK became widely spread producing it to be used not only by bilingual individuals, but producing and Anglicism in Spanish.

My daughter and I frequently speak English in spite of the fact that our mother tongue is Spanish. Eventually, I slip into the other language we are not using at that very moment. For instance, the other day I told her: “La abuelita te va a llevar ...” and she interrupted “La abuelita o la tía?” and I immediately realized about the mistake I made about the person who was going to take her. I replied: “! mean, la tía”. This is precisely what there is not dispute about what Code-Switching is: to be fluent enough in two or more languages that unconsciously one is able to interchange fragments of speech from one language into the other.

Carl’s mother -who was a fluent speaker and multiple interpreter in English, Spanish, German and French- used to interchange languages on a regular basis with her parents between German and Spanish, with her American husband between English and Spanish, and then talk to Carl in any of the three languages, but Carl did neither speak nor understand French, and Elena anyways unintendedly included some expressions of phrases in French in the middle of the other languages Carl was not able to understand.

A curious example to show Code-Switching is one typical expression adopted by the Dominicans living in U.S.A. A very common expression in English is “to give something back” meaning to return something. However, in Spanish the expression is not “retornar” but “devolver”. Well, to make this literary translation to Spanish, Dominicans changed it to “dar pa’ tra’ “ –this is not only adapted to the words in Spanish which would take the very precise position of the words in English, but also to shorten the utterances to those used by Dominicans and Caribbean people *pa’* meaning *para* and *tra’* for *atrás*. This very particular word-by-word translation is known as “loan translation” or as a noun: a “calque”, meaning translated identically to the other language.

In Kichwa, native speakers used an expression including “would you do ... something... for me” followed by the request they tried to pursue the other person to do or make. This expression was translated to Spanish as “dame/dame haciendo... algo”. Due to its widely spread use in the translation from Kichwa to Spanish, it became a grammatically accepted expression used in the dialect corresponding to Azuay and Cañar.

In conclusion, learning a foreign language involves intricate processes and systems the human brain controls but they are yet to be understood in the oncoming decades due to the astonishing progress technology is allowing science to use for different studies. Cortical stimulation experimentation and the referring literature suggest that while monolinguals present most of their language brain activity in the cortical left hemisphere, subtle differences appear in bilingual individuals suggesting more bilateral electrical activity. In spite of the fact, we are learning greatly about the processes taking place in the human brain, language investigators have already acquired large experience in identifying learning processes, learning problems and how to solve many of them, which will be discussed in next sections of this research.

3.5. NEUROLINGUISTICS-PROGRAMMING (NLP)

Descartes concluded that everything was open to doubt except conscious experience and existence as a necessary condition of this: “Cogito, ergo sum” -I think, therefore I am- (Oxford American Dictionaries: computer widget).

Dr. Francisco Olmedo Llorente, offered a lecture at Rosa de Jesús Cordero High-School in 1985, where he quoted the medical doctor and human psychology researcher, Claude Bernard, in one of his most notable experiments:

In front of an audience composed of five hundred attendees, Bernard proved by an unexpected conduct experiment to the audience, *how precise observation could be*. He was in a large auditorium presenting a lecture when two men irrupted into the place and started a fight. Security personnel controlled the situation and the lecture continued. Dr. Bernard prompted the audience to write immediately as precisely as they could the interruption they had just experienced.

Results drawn from the analysis of those papers showed only eight attendees had been able to report the events as precisely as they occurred. The others presented different levels of accuracy demonstrating how fragile perception and retention of information in the brain are (Olmedo “Conference”).

Professor Marcus Du Sautoy presented a documentary entitled “The Secret You” for the BBC-London. This investigation searches for human awareness and

the perception of the world we are embedded in. Du Sautoy considers people take for granted feelings in a world, which should appear equal to all of the human kind but how does every single person know we are aware of the surrounding elements that produce that reality? Prof. Du Sautoy develops a series of visits to renowned researchers around the globe who study human phenomena related to the discernment of the world. At the end of his observations, interviews and even own experimentations, Du Sautoy states that without our senses and the perceived sensations we would not be aware of elements and events taking place around us, which are in complete relation to our inner bodies. Therefore, the combination of all those external and internal senses communication produces a representation of what we learn in order to have *knowledge* of the reality (Du Sautoy “The Secret You”).

Du Sautoy interviewed Professor Gordon Gallup Jr., at the state University of New York, Albany, who researched hundreds of animal species to determine their self-awareness. Only chimpanzees, orangutans and humans are able to realize, in the mirror experiment, the reflex as an image of themselves. For human beings this self-awareness of existence starts taking place when babies are aged 18 to 24 months (Du Sautoy “The Secret You”).

By being self-aware of our existence, movements and actions, humans develop an abstract idea of the relation time-space as the key to understanding our own development. Without such time-line framework, we would have no identified sequence of events occurring in our lives: what took place in a distant past, in a near past, at the present and, even be able to create an idea or plan for the future. On the other hand, Dr. Stephen Gentleman at the Imperial College, London, England, investigates the brain cortex as the responsible section of human brain to be self-aware. For Prof. Henrik Ehrsson, Karolinka Institute in Switzerland, his investigations lead to “How to apply self-awareness of own voice”, been able to demonstrate that for individuals, able to use their five senses, visual recognition of mouth movements is directly linked to sound perception (Du Sautoy “The Secret You”).

Descartes also thought the soul existed in the human body. This thought has been a study topic since the self-awareness of the humankind. However, this reasoning produced another tangling question: Is there a dualism between Mind and Body?

The following paragraph could be a milestone to Descartes question:

According to Professor Christof Koch (California Institute of Technology), one single neuron is not self-conscious. Consciousness emerges from a collection of neurons and their synapses as Professor Marcello Massimini (University of Wisconsin and University of Milan) states through results obtained with experiments using Transcranial Magnetical Stimulation (TMS) where he determines integration is indispensable for consciousness. And, last but not least, Prof. John-Dylan Hynes (the Bernstein Centre of Computational Neuroscience, Berlin), concludes Dualism is the interaction between the *conscious mind* and the *brain activity* as a deterministic mechanism which leads up to a decision later in time (BBC: The Secret you).

All above written in relation to self-awareness and the physical and psychological mental processes are a scientific support to understand human behavior and be able to step forward with techniques applied directly to obtain better results in human communications.

3.5.1. NEUROLINGUISTIC PROGRAMMING

NLP has been defined as “*A system of alternative therapy intended to educate people in self-awareness and effective communication, and to model and change their patterns of mental and emotional behavior*” by the Oxford American Dictionaries.

John Grinder and Richard Bandler, at the University of Santa Cruz, California, in their pursuit to find out what makes *outstanding performers* outstanding, found many interesting potentials in people. For them excellence is innate to humans, even if we do not realize it. The only thing to do is to free ourselves from those self-limiting attitudes and thoughts in order to allow our minds to have more possible choices. Grinder and Bandler claimed human behavior is not random, but has well formed structures, therefore, any structure

can be studied and patterns of language could be traced (qtd. in Walter & Bayat 326; in Bashir 217).

According to Bandler, theories and practices based in Chomsky's theories, human neurology are designed to increase speed and accuracy, this way the closer you get to a stated target the higher levels of endorphins your body realizes enabling people to feel happier and, happiness is basically related to neurotransmitters, such as serotonin, and the more important byproducts of those, which is oxytocine. The people who have a target such as a mission statement to accomplish, with every step taken the better they feel. (there is one less number of steps to make to achieve the target to obtain, then the closer to the target one is, the higher levels of released endorphins are and goals are more likely to be achieved) The well being feeling produces people to desire more of that state in life and to be able to pursue their goals more encouraged approaching and achieving them (Bandler in Youtube, 2012). In other words, positive stimulation produces positive results in individuals who are shy, embarrassed or lack self-confidence to develop certain activities, such as learning English in unfamiliar situations.

Human beings store the memories of life experiences as sequences or montages of visual, auditory or kinesthetic representations in the brain -VAK-, (besides olphactory, gustatory and tactile, which for practical reasons have been included in the same "VAK" acronym); in NLP they are known as "modalities". When certain stimulation excites one of those banks of memories, the brain reproduces the connections to relive the stored experience and remember it. Each one of the modalities presents a set of own characteristics:

- **Visual:** Brightness/Contrast, Color/B&W, motion/still, fuzzy/clear, transparency/opacity.
- **Auditory:** fast/slow tempo, rhythmic, stacatto, loud/soft, can tin/stereophonic.
- **Kinesthetic:** Can represent the full range of emotional experience but also includes texture, rough/smooth, impact, duration, subtlety.

These three modalities observed in human attitudes have allowed studious NLP researchers to elaborate *Metamodels*, which help answer fascinating questions about the communication process (O'Connor & McDermott Web site). NLP practitioners play with those characteristics as “adjustment knobs” to stimulate and even change the pre-established experiences and sometimes the memories.

Combinations of techniques have helped therapists to access a better understanding of patients' situations, which were either in a conscious or unconscious state of the mind. Eye movement is one of the most renown experiences studied in NLP to identify if an individual is remembering something he heard, saw or experienced with other senses, as well as recognizing if he is creating new knowledge which was not a memory already stored in the brain.

3.5.1.1. NLP TECHNIQUES

For all the time since I entered elementary school, I was extremely shy. I could not keep a steady eye contact without blushing. I suppose I overcame it with all the practice I obtained by teaching English and Spanish classes, either to large groups or one-to-one tutorials to individuals who were 2 or 72 years old.

At the present time, I cannot even estimate how many students I have had during all this experience teaching, but I can definitely say I have beaten my fear of public communications and I have become a person who is rather skilled at making friends, interviewing people to determine their needs and best learning styles; moreover, drawing them to trust on me. This way, I obtained the reliability necessary for the students to feel comfortable with me and not afraid of making mistakes, because I made myself very clear about convincing people that I would not criticize, make fun or laugh at their mistakes, and if there was a reason for them to be in front of me learning English, that was a great opportunity for me to develop the activities I love the most in life, which are teaching and making contact with people. Besides, if they were there it was because they needed to learn something I was able to teach them, and at the same time I could learn a lot from them as well, -as an interchange of learning/teaching process from both sides- (Jacotot qtd. in Dussel). Consciously and unconsciously I learnt about

Neurolinguistic Programming and Total Physical Response strategies to obtain better results at TESL.

In spite of the fact that NLP has been entitled as pseudoscience and discredited discipline to solve mental health problems, it has definitely produced a large specification of human behavior and body language to allow people understand better how our actions are produced and stimulated according to the inner and outer experiences we live, either they are real or created under imaginary or artificially developed conditions (NLP Practicioners Web site).

“We all have our unique ‘maps’ of reality. We are a complex and unique mix of inborn genetical potential and the molding effects from the people and experiences of our lives. Science has now proven that social and emotional development is at least equally as important as the cognitive development of growing infant and toddler, and for adaptability and success later in life”

(NLP Practitioners “The Concept of Submodalities” Web site).

Connie Brannan, an expert NLP practitioner and trainer, explains how sensations and feelings allow us to create a representation of the world and how to get reconnected to our sensory knowledge (Seattle NLP training: YouTube).

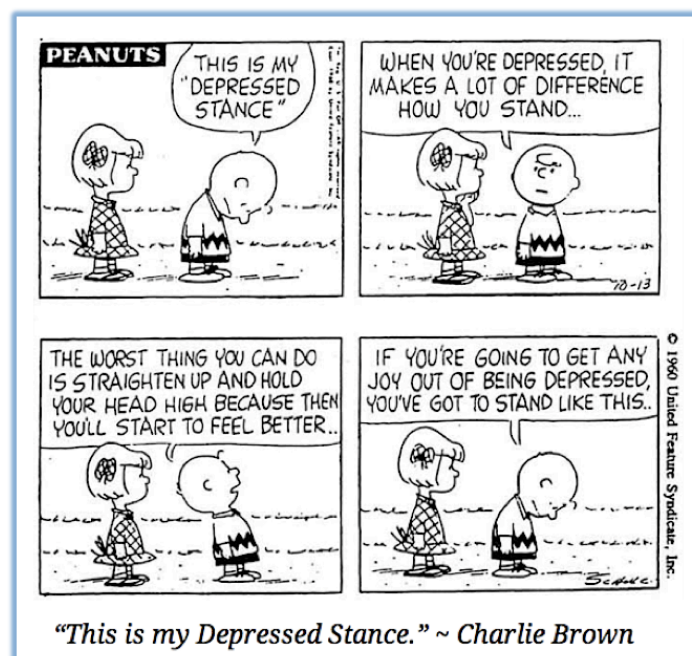
Professor John Grinder, creator of NLP theories along with Richard Bandler, in their search for understanding how some individuals become “*outstanding performers*” (Bashir 216) states NLP as “A model for human excellence!” The NLP Academy explains three NLP Fundamentals:

1. Neurology: Through our five senses we input the information.
2. Linguistic: Verbal and Non-Verbal language produce communication.
3. Programming:
 - a. How we motivate ourselves to get what we want.
 - b. How we communicate with ourselves and each other to achieve our goals, including improving someone’s behaviour.
4. Repetition: How we test rehearsals of our behavioral patterns, which are responsible for any notions that we form and convey (O’Connor and McDermott qtd. in Bashir 218).

When a person gets information from the outside world, he filters it in his mind and he might delete information, which could be relevant. Humans are prone to distort reality. Unconsciously, we prefer to believe in our convictions or preconceptions of the world instead of being objective enough to allow more or different input from that we have already understood in our synapses. This could happen due to psychological or physical characteristics of the mental machinery working for every human being, which may also differ from other people (Beardsel: "Excellence Assured" Web site).

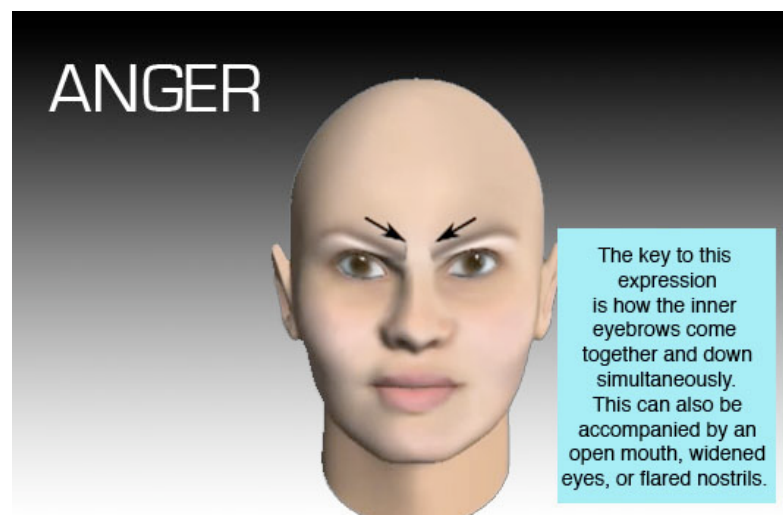
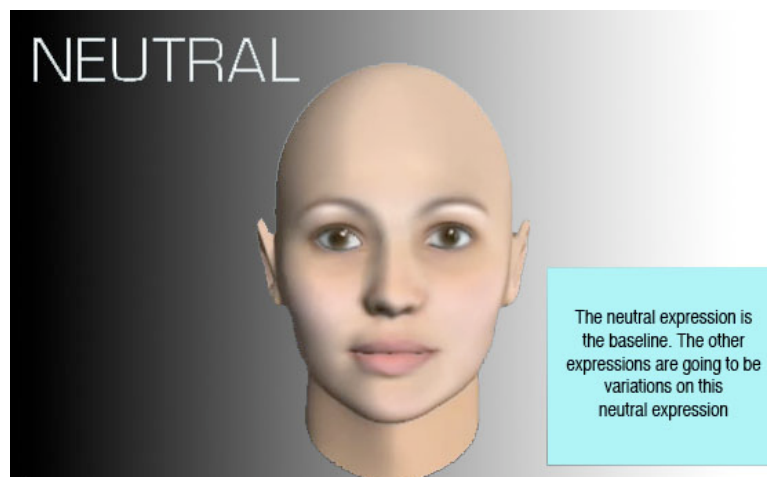
NLP studios researchers tend to pay especial attention to rapport. They emphasize in stimulating good verbal and non-verbal communication. When trying to influence or directly, be well understood by interlocutor(s), it becomes a must to communicate intention and avoid missing or ambiguous bits of information, which could be misunderstood or simply not even noticed. Therefore, untangling those missing chips of communication is a necessity (O'Connor & McDermott Web site).

The emotions and reactions to situations are usually expressed unconsciously in the human body, through body language. Sue Swift, in her blog "An ELT Notebook" provides a graphic example of communications between the inner feelings and the outer physical expression with a Charlie Brown comic stripe.



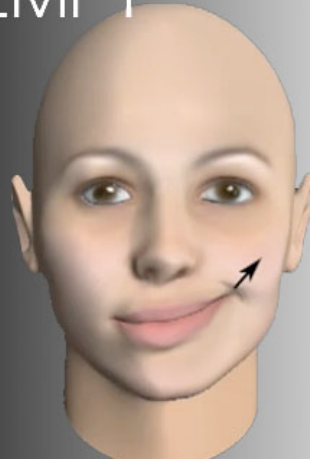
The face is an amazing collection of muscular connection beneath our skin, allowing important body language. All human beings are the same specie; therefore, they present the same anatomic and physiological features. In spite of that, there are determining conditions such as the inherited family features, the environmental conditions and cultural appropriate or inappropriate attitudes.

The facial movements, which have been proven as universal features for humans to show expressions, are the following as presented by Paul Ekman in his web site (Ekman www.paulekman.com).





CONTEMPT



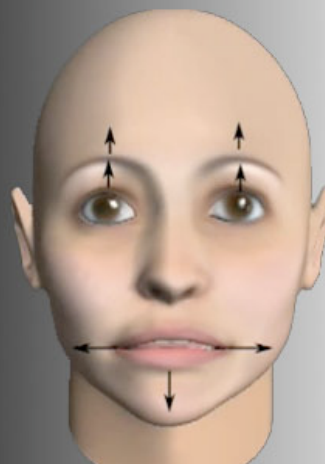
The key to this expression is that it is the only expression that occurs on only one side of the face. The key is one side of the face pulling the upper lip up and away.

DISGUST

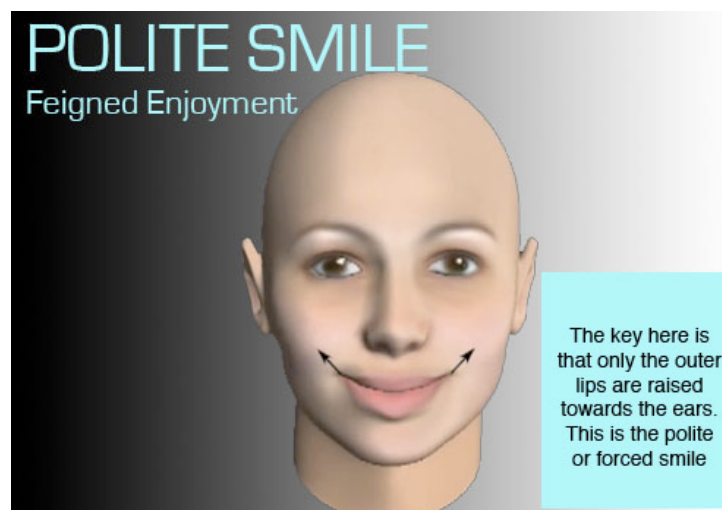
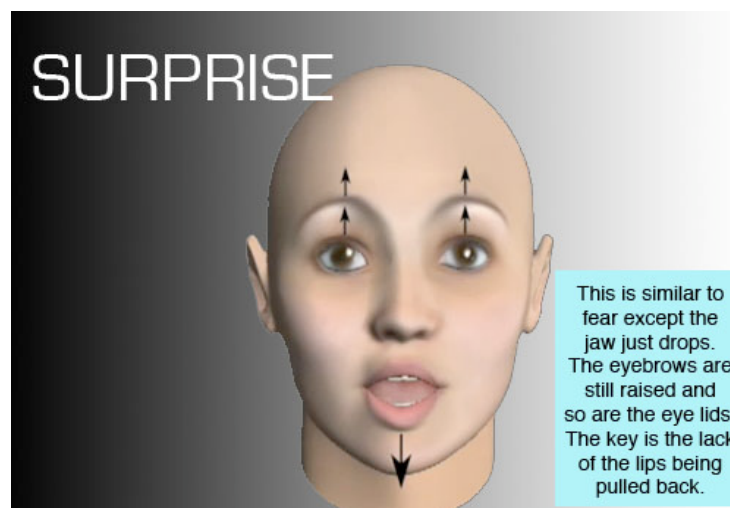
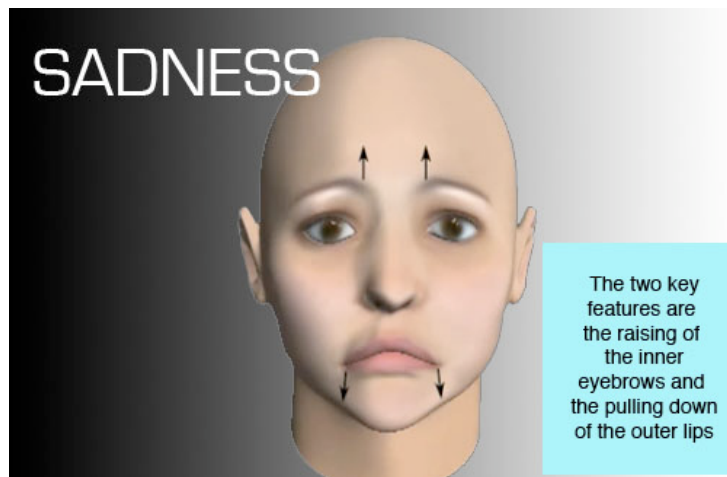


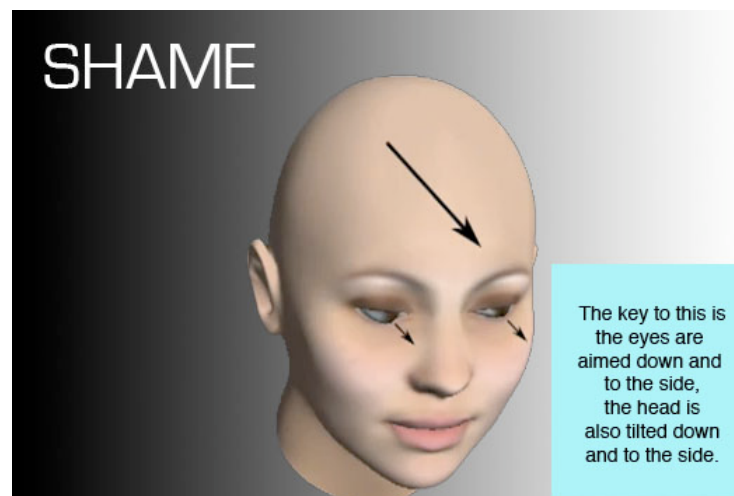
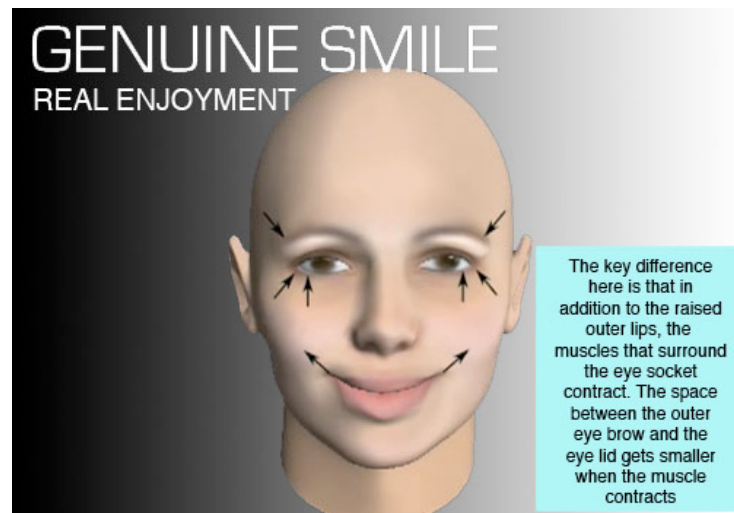
The two key features of this expression are the nose wrinkling and the upper lip pulled up and away, baring the canine teeth. This is like an animal's snarl.

FEAR



The keys here are the raised eyebrows, raised eyelids, and the slight opening of the mouth combined with the lip edges being stretched back in a horizontal direction.





3.5.1. EYE CONTACT

For different individuals it varies. There will be people who will present a fixed-stare-style such as politicians who are trained to pretend they are definitively trust-worthy, or also by people whose intention is to intimidate; others will have a “darting glance style” showing low self confidence or lack of trustworthiness. The “turn-and-turn” looking style is probably the most typical to find; it is an interchange while one person speaks the other looks with attention to the first one, sometimes producing certain uncomfortable feeling to the person speaking, then they switch turns. However, the looking style I have found most frequently in Cañari highlander students is the “No-eye-contact-style”, which according to NLP practitioners is frequently related to country dwellers who do not have very close

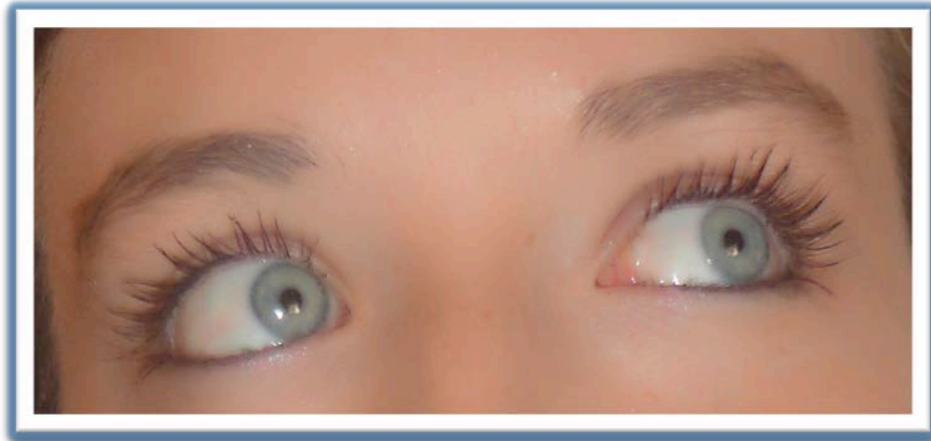
visual needs of eye contact with other human beings, but their vision tends to be more peripheral (Pegasus NLP: website).

In eye movement, scientists have collected a significant number of situations from studied individuals, allowing the following generalizations to show cues to what a person's brain is thinking, either at the point it refers to remembering memories already stored in their brains or new knowledge which could be imagined at the moment of the condition which makes it happen (worldofnlp Web site). NLP theory creators present clear examples, which are plotted in the following photographs.



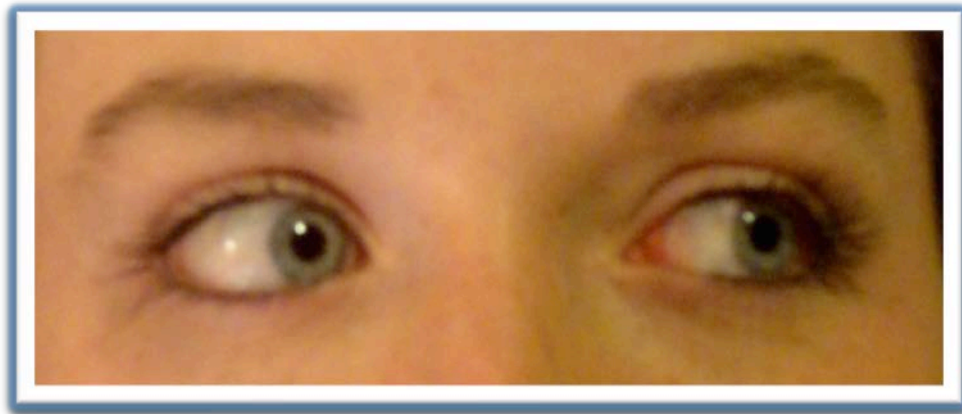
Image by María Cecilia González taken from the original idea of “world of NLP”.

Visual Recall



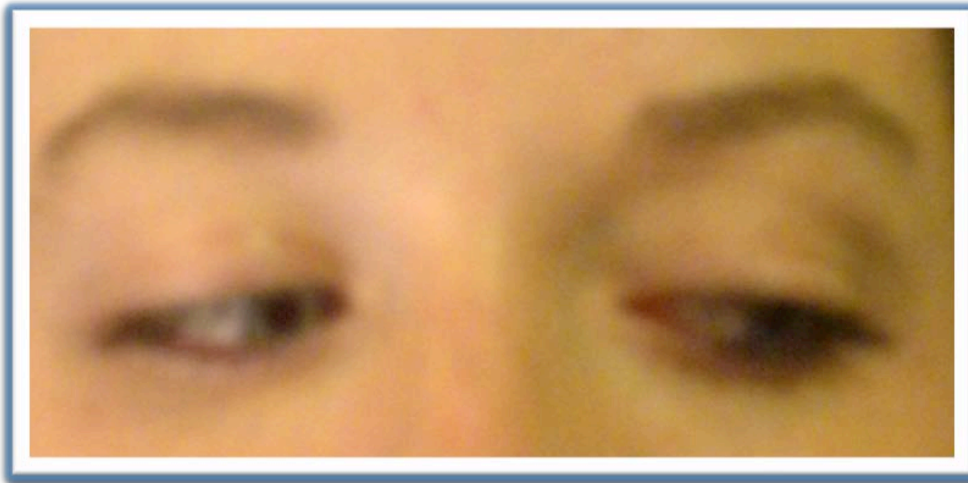
“Up and to the Right Indicates: **Visually Remembered Images (Vr)** If you asked someone to ‘What color was the first house you lived in?’, this would be the direction their eyes moved in while thinking about the question as they ‘Visually Remembered’ the color of their childhood home.” (bifalo Web site).

Auditory Recall



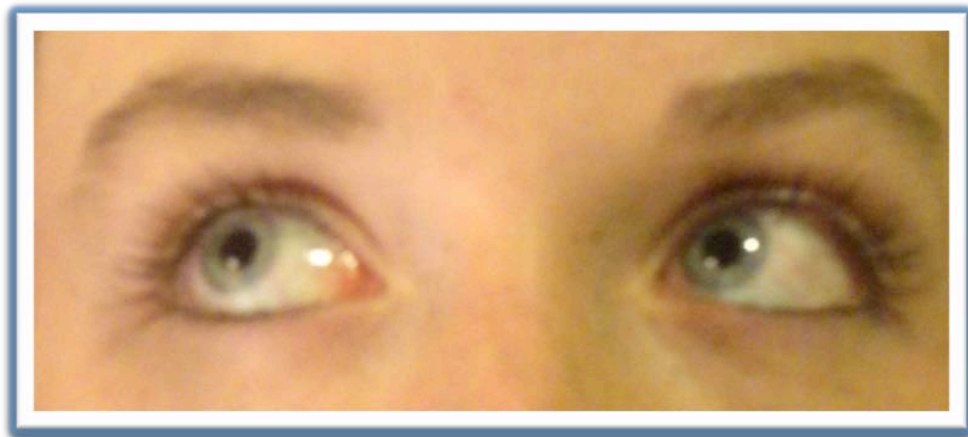
“To the Right Indicates: **Auditory Remembered (Ar)** If you asked someone to ‘Remember what their mother's voice sounds like ‘, this would be the direction their eyes moved in while thinking about the question as they ‘Auditorily Remembered ‘ this sound.” (bifalo Web site).

Auditory Digital (Tactile)



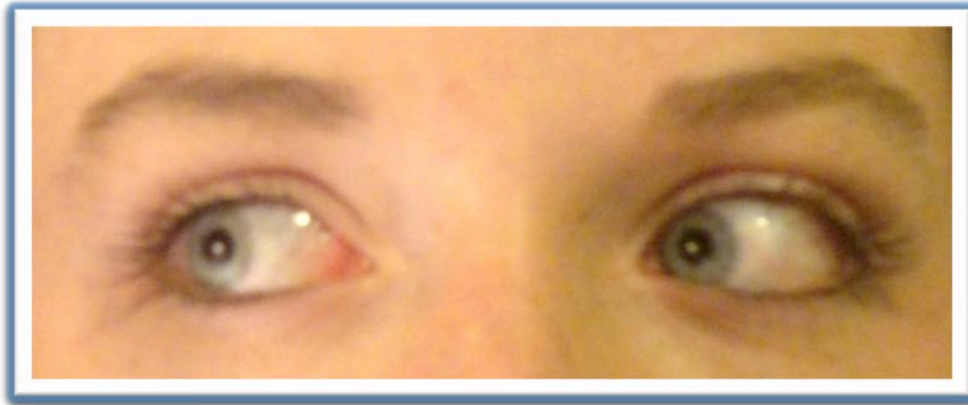
Down and To the Right Indicates: **Internal Dialogue (Ai)** This is the direction of someone's eyes as they 'talk to themselves'. (bifalo Web site).

Visual Construct



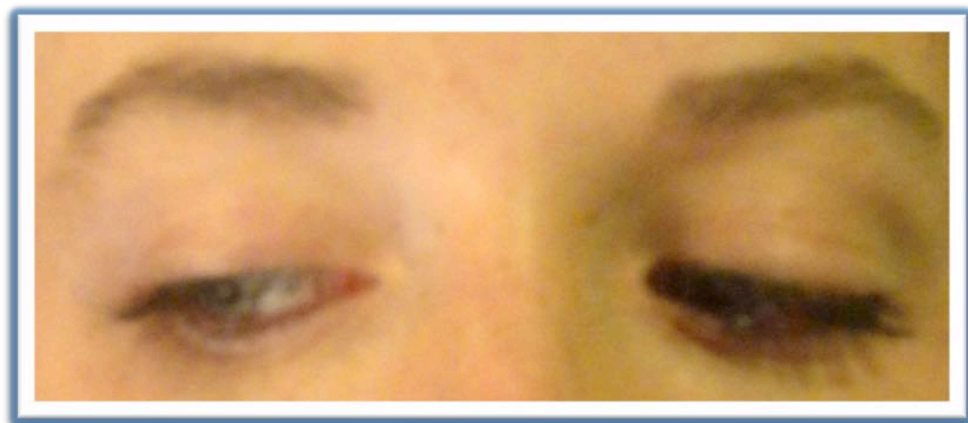
“Up and to the Left Indicates: **Visually Constructed Images (Vc)** If you asked someone to 'Imagine a purple buffalo', this would be the direction their eyes moved in while thinking about the question as they 'Visually Constructed' a purple buffalo in their mind.” (bifalo Web site).

Auditory Construct



“To the Left Indicates: **Auditory Constructed (Ac)** If you asked someone to ‘Try and create the highest the sound of the pitch possible in your head’, this would be the direction their eyes moved in while thinking about the question as they ‘Auditorily Constructed’ this this sound that they have never heard of.” (bifalo Web site).

Kinaesthetic



“Down and to the Left Indicates: **Feeling / Kinesthetic (F)** If you asked someone to ‘Can you remember the smell of a campfire?’, this would be the direction their eyes moved in while thinking about the question as they used recalled a smell, feeling, or taste.” (bifalo Web site). Or the sense of cotton (NLP Web site).

All the previous examples are pictures taken from a right-handed volunteer. Other experiments developed to test the theory were applied to left-handed subjects, which demonstrated clearly they produced the opposite direction of moving their eyes towards a different direction. (NLP Practitioners Web site).

One of the volunteers who were subjects of this study is ambidextrous, when I asked precise questions to determine what direction his eyes were directing to, it was interesting to notice he basically focused in the center, he had his head slightly bended to the front towards me and he did just slightly blink and then look to the front (M. González).

Eye cues are relevant because they allow teachers to understand students who move their eyes from left to right and vice versa. These students are using their auditive channels of communication. Students who look to the upper center are constructing or analyzing knowledge in order to organize their ideas and find the appropriate place in their brains to find the required information and also store the acquired one before doing it.

Those who look down center are trying to focus in one idea, which is not very clear, or a memory that is not easy to remember. As important as understanding students' ways of brain organization and perception of new impute, is the position of the teacher as a user of those channels to get to the best ways students learn: If a student shows more auditive activity through his eyes movements, the teacher who can understand it would be more accurate to focus the class work for this student in listening activities. If for another student the way were more kinesthetic, activities such as touching textures, manipulating flashcards, and walking in the classroom would be more productive. If other students were more visually motivated, then videos, slide shows, colors and other visual stimuli would develop a better process of allowing them to learn. Eye movements also allow teachers to realize appropriate times to develop determined activities. In the article "Using NLP in ELT" published in "An ELT Notebook", the author refers to Jane Revell and Susan Norman, summarizing the following: Ask students questions and as their mind processes them, their bodies will tell you when they have thought of something to talk about. As a story comes to mind they

will probably look to the upper left area of their visual field. If they gaze, this would usually mean recall.

As rapport in NLP is centered on maximizing the similarities between us and minimizing the differences with the others, one cannot apply stereotypes as one-applies-all. Rather, it is to read unconscious messages most people are not aware of such as their own eye-contact style. This helps us produce the “Accommodation Theory” developed by Howard Giles, in order to adapt our body language to the one of the interlocutor we are facing to create a natural attitude, which improves unconscious communication. Mimicking is not considered recommendable, thus the other person will perceive it as forced and he will notice a faked attitude, which will draw a negative result

CHAPTER 4: Research, Application of Theories, Methods, Strategies and Evaluations.

“I believe it is my duty as an empirical researcher to do the former as well as the latter because bilingual education urgently requires not only attention and understanding but also sympathy, assistance and dedication.”
(Fishman qtd. in García & Shiffman 15).

When I decided to take on the challenge of teaching English as a Foreign Language to Kichwa native-speaking students, I understood it would be difficult, but, above all, it was an irrefutable need to solve these students' difficulties instead of making progress in the already failing process occurring at the educational system in the universities in Cuenca. The Kichwa speaking applicants were admitted and then the students, themselves, quit their studies. This attrition happened either because a failure in their courses occurred or they felt incapable of acquiring and learning the necessary skills to succeed in the education process, in many times being English the bottleneck which produced the attrition.

Students attending classes on Saturdays, either semipresencial or distance learning careers, arrived at their classes at 7 o'clock and had a half an hour break from 12 to 12.30 and then continued with their classes. Students used to finish their major's courses at UNITA between 2 and 4 in the afternoon. Then their English classes took place. They were tired, wanting to get back home and afraid of leaving their babies with not very reliable caretakers and nervous because of leaving the university on time to catch the last buses to their hometowns; not to mention the routine concerns every student has in relation to gathering with classmates to develop projects and tasks for the next week. These conditions were similar to most students coming from rural areas, not necessarily for those coming from Cañar only.

The system implemented at UNITA in 2005 was considered appropriate to best meet the students' real need of English learning classes according to the level they presented. English courses were designed to have students who had the same level of English knowledge. A placement test was given to the students to start their English classes; as a result, those who had middle or higher levels of English could be in the level they actually belonged to, producing certain kind of order in relation to their classmates' conditions and status to learn ESL. Of course,

students who did not want to take the placement exam arguing their English level was low were able to opt for starting in the first level of English, considered “False Beginners”. Unfortunately, not every student entering the university had the required bases to be part of the not true beginners’ group; rather they were real beginners with a null knowledge of English.

Every teacher knows it is considerably simple to project and plan activities for homogeneous groups of learners while teaching heterogeneous groups implies to spend more time in detection of problems, learning styles, and preparing diverse strategies and material to meet the apprentices requirements.

Therefore, the first step to take was for the instructor to be prepared. Willing to teach, being aware of the surrounding conditions and being enthusiastic enough to encourage attendees to feel motivated but all my passion and emphasis was not strong enough to inject power and energy to their tired neurons and due to the traveling since early dawn and the lack of an appropriate diet; it was obvious this would mean short and long term learning hindrances.

The diversity observed in those classrooms was evident to anyone who had the opportunity to see them. This variety was not only related to dressing styles or ethnicities but also to the extent of attention devoted to learn and participate in the activities not to mention the results of evaluations, which showed enormous difficulties in the native Cañari-Kichwa speakers’ learning processes.

4.1.1 FOCUS GROUPS AND TEACHERS’ INTERVIEWS.

Professors, at the university, who had classes with the Cañari-Kichwa students, commented about the problems they had in relation to their lack of progress in comparison with the other students who studied elementary, middle and high schools in the cities and were fluent Spanish speakers. Thus, we started chatting about our major concerns in relation to their learning deficiencies and the causes for them. When I started this formal research, I called some of those teachers and some others to find out their opinions and possible solutions to the Kichwa-speakers English learning problem.

Emma Guiardinú, a very experienced professor in Spanish communicative

skills, with a real vocation to teach and help people, used to invite students to her home to help them with extra tutorials. Emma and I had the same opinion in relation to the Kichwa speakers' deficiency in their Spanish. Those who were able to understand it, were not able enough to use appropriate vocabulary either in spoken or written fashions. They only managed the basic forms to communicate and translate it to others who did not even understand well what was explained to them in Spanish (M. González).

Segundo Orellana, a History and Investigation professor agreed with our comments and added Kichwa-speaking students had their own way of perceiving reality, different from ours. This coincided precisely with the previously mentioned worldview Cañaris have of the sequence of events in human history. For Cañaries the past is an important part of the present, which is not forgotten but alive in every single condition occurring nowadays, while the future is uncertain and not to be looked forward, because it is only the present taking place as a result of previous events. Besides, Cañaries' worldview considers there is not such a difference between living or non-living beings. For them, every thing is living, including mountains, water, stones and dirt; they all interact in living conditions. They can even chat, visit and get married. Therefore, their ideas of reality, as we perceive them, are different from ours (M. González).

Pablo Torres, a computer science engineer, said it was very difficult to teach them Computing, because they had no technological background and they were afraid of using computers and technology, in spite of the fact that all of them have mobile phones. He also added their way of learning is slow (M. González).

Francisco Vintimilla, an economist with extensive experience negotiating with Cañaries, knew well how difficult it is to make friends with them due to the fact that they allow to make friends only to those who are from the same race and custom. The others were not welcome and they only had certain unavoidable contact with them. Cañaries are very introverted and afraid of making contact with foreigners (this specifically refers to Cañaries from the very distant and isolated areas in the highlands, not to those from the areas closer to the coastal region). On the other hand, they believe time is not precise -in hours or minutes-, thus, they are not

punctual, which was also emphasized by another professor: Nancy Mora, a Spanish and Methodology teacher, who said Cañaris are not punctual, neither to come to classes nor to present projects or homework on time (M. González).

What was surprising for me was to notice that English teachers were not aware of many interesting details about Cañaries. Probably because they focused more in students whose development was more active and notorious in English activities in the classroom, and being English the foreign language, Cañaries were not able to express their inquiries or doubts and therefore, remained silent and hidden behind the students who wanted to participate in the class. Besides, the restriction of one hour of class per week under preassure did not only affect the students' needs, but the teachers class development to cover as much content as possible in every single encounter with the students, to fulfill the programs needs of number of chapters reviewed for the end of the term (M. González).

For many secretaries, the position of being the center of the communications between teachers, directives and students made them aware of Cañaris' requests. The secretaries were afraid of dealing with the Kichwa- speaking students, not only for their lack of ability to make themselves clear when speaking in Spanish but also because they wanted the secretaries to interceed for them with teachers and directives to "help them" *by changing the grades they have obtained on tests or with the payments they had not cancelled in their total amounts*. Of course it was common, but not every Cañari who was a Kichwa speaker acted this way, there were certain exceptions (M. González).

When these professionals were asked for advice about how to improve these students' learning processes, the one and only answer was a silent moment, followed by their uniform utterance: "patience" (M. González).

4.1.2 RESEARCHERS' ETHICS AND EMPOWERMENT.

Most studies in relation to values, to start an investigation considered in the past two principal methods: *The Ethic* and *The Advocate* by Christine Fox (qtd. in

Trahar 47, 51). But due to further analysis by conscious researchers, they question themselves:

- Up to what extent is the truth the real truth?
- Were they as outsiders capable to entirely understand the implications of the results of the study they developed?
- Did they have enough knowledge and background of the conditions of those who were interviewed to obtain certain results?

Those questions puzzled them and so they decided on two principal aspects:

One, a teacher-researcher must respect the two principals above mentioned, besides the necessity to be part of the socio-cultural environment to be able to understand and interpret the results obtained in the investigation process.

Another condition is to be conscious and able to connect results with background, and permit interviewees to be as honest as the conditions allow in order to obtain reliable results. This process would not only imply direct questions, but also long real conversations where, through many topics and related issues, would arise and allow a better understanding of the reality (Haboud Op. 21 73, 99).

4.1.3 RELATING TEACHING EXPERIENCES AND THEORIES FROM OTHER SOCIETIES AND CONDITIONS TO THIS STUDY

Reuven Feuerstein: (Rumania, 1921). Due to the Nazi invasion Feuerstein fled to save his life to Palestine in 1945. He saw survivor children whose families and cultures had been destroyed in the Holocaust. Thus, they needed attention he was willing to provide. In one of the programs he worked at, children were subjected to a series of IQ tests, whose poor results did not surprise Feuerstein. He noticed that whenever he intervened, the children's performance improved. At this point, Feuerstein realized that instead of measuring already acquired knowledge and intellectual skills, what should be evaluated first was the ability to learn, thus intelligence could be taught. He developed his experiments elaborating and resulting in the **Dynamic Assessment theory**. Feuerstein concluded that

cultural differences and cultural deprivations were irrefutable necessities to be studied. The outcomes he obtained by instructing the children were so astonishing that those, who were categorized as un-teachable previous his intervention, were later accepted at normal schools and were successful students.

While Vygotsky viewed a child's interaction with the world as mediated by symbolic tools provided through the given culture, Feuerstein developed another theory: the ***Mediated Learning Experience (MLE)***, where this idea the major role is assigned to a human mediator, who would find the individual's motivation or synapsys in the brain which allow to open a window to start working on cognitive functioning such as logical memory, voluntary attention, categorical perception and self-regulation of behavior (Feuerstein 557-575).

STRUCTURAL COGNITIVE MODIFIABILITY (SCM) is the core in MLE, which explains the modifiability of **deficient cognitive functions**. Feuerstein argued that a person's capability to learn is not exclusively determined by one's genetic composition. Nevertheless, cognitive enhancement takes place through mediation. *"Cognitive enhancement in SCM refers not merely to the development of specific behavior but also to changes of a structural nature"* (Feuerstein 557-575).

In the book entitled "The Sociology of Language", Fishman mentions the constant communication produced between individuals through spoken, written or printed language, which are constantly linked to behavior norms. "...Language is Content and its Medium is the Message..." Fishman also stresses on the fact that language is not static, but dynamic and interacts with social factors (Couplan and Jaworsky 25, 28).

Looking for experiences in TESL around the world, I found it very difficult to obtain information related to similar situations to this of the present investigation in other studies. I thought with my experience teaching Spanish to Japanese and Chinese students and listening to their similar pronunciation in relation to Kichwa speakers, their intonation and accents would have similar problems at learning English. And as a matter of fact, what coincides is their way of agglutinating sounds, the other conditions, except for the intonation, present incompatibilities not applicable for the process of teaching ESL to Kichwa speakers.

4.1.4 ANALYSIS OF DOCUMENTS AND CLASS EXPERIENCES

When I found the light at the end of the tunnel to diagnose the main problems Kichwa native speakers present, this occurred because one of my Cañari students asked me for help with a paper in Spanish, which other teachers refused to correct. It was not related to English but to Mathematics. I found interesting conditions related to pronunciation misunderstandings:

There was no relation between plural and singular adjectives in correspondence as it is the rule in Spanish. e.g.,

“las pera” for “las peras”,

“la manzanas” for “las manzanas”.

But what was really interesting was this phrase:

“el oso del signo mes” for “el uso del signo más”,

(this was really challenging for me to figure out what she really intended to say).

Another example of this happened long time ago when I had a student who, among a group of Spanish native speaker students in an English class, was supposed to develop an exercise; I would play the audio in English of different phrases and they had to listen to them, write them down and translate them from English to Spanish. The first phrase to translate was “Quiet, please. Quiet”. Her translation was “Selencio, por favor. Selencio” instead of “Silencio”. What was strange was that her spelling in English was good, but the problem was produced in Spanish.

In other regular English class, one of my English students is a Spanish native speaker who teaches at elementary school in a rural area in Cañar. She had asked children to read out loud different words in Spanish. Most of the

students were rather fluent in Spanish, but some of them spoke “half-tongue” with difficulties in their vocalization in Spanish, especially in the correct pronunciation of vowels. One of the words to spell was “lodo”, and the boy uttered “ludo”. The

teacher then wrote “ludo” and asked him to read it out loud the new word, this time he pronounced “lodo”.

4.2 THE BEGINNING OF THIS FORMAL RESEARCH

When I started this formal investigation I also asked the students to read some texts outloud. I found the following mistakes in their Spanish pronunciations:

- “simejante” for “semejante”
 - “qui” for “que”
 - “dius” for “dios”
 - “dido” for “dedo”
 - “ningún_ palabra” for “ninguna palabra”
 - “hablandu” for “hablando”
 - “campu” for “campo”
 - “ono” for “uno”
 - “urija” for “oreja”
- Students provided their opinions and practical ideas for their learning process related not to English only, but to Spanish. One of them told me:

“Licenciadita danus vocabulariu di palabras primeru. En casa sí hablan solo Kichwa. Pero no entendemus palabras del diccionario Kichwa unificado, son palabras que desconocen”. Dionicia, Luisa and Ortensia.

The problems found in the comment above are:

- not appropriate use of intensifiers: Licenciadita
- change of vowels: “u” for “o”, and “i” for “e”
- grammatical incoherence,
- lack of use of articles where needed,
- incorrect conjugation of verbs in relation to the doer of the action
- lack of “se” for reflexive and impersonal verb usage.

4.2.1 THE BEGINNING OF THE FORMAL RESEARCH

At the beginning, when I started teaching English to students at UNITA on

Saturday afternoons, I used the same “English” BBC-Salvat method, for all of them, which was the only text with instructions for self-study including audio material, appropriate and affordable for distance learners. The instructions prompted the students to first listen to the dialogues and only, when they were completely familiar with the sound of the vocabulary, they could move to the reading and translation sections (sequence of the BBC-English method) to understand what they had already become familiar to listening to. I found that students who really followed this pattern made more progress -not only in understanding but also in speaking without presenting a very strong foreign accent in English- in comparison to those who memorized the vocabulary without practicing with the audio material. Of course, there were only four students from a group of thirteen, who dedicated a reasonable amount of time to listening to the audio material, the others did not and took for granted they would learn just by memorizing and translating the written words and dialogues, thus it was the typical method used at traditional schools.

The results I observed during the class encounters on Saturdays as well as the oral and written tests showed that,

- a. Native Spanish-students who developed the exercises in English, only by reading, writing and memorizing visual information were not able to understand oral language, neither to pronounce it fluently or even in a way that would allow their interlocutor to understand what they were trying to utter.
- b. Kichwa-native-students who studied in the same pattern as those in the previous paragraph, did not only present the difficulty of pronouncing words with a very strong Spanish accent not easy to understand per se, *but* they also included all the pronunciation problems they had of their misunderstanding of *the vowel sound in their mixture of Spanish in Kichwa*.
- c. Instead, those few students who followed the instructions correctly did not present major problems in understanding the studied phrases in English, utter them, and even later on, read and write them. Besides, their memory of the learnt vocabulary and phrases was retained in the long-term memory, and not easily forgotten. In every class of the three groups I was teaching, only four out

of eleven Kichwa-students developed this process with acceptable results.

- d. Formally educated people from the cities presented more facility to understand expressions, vocabulary and use them in English, in opposition to those whose education in Spanish presented a more basic list of vocabulary. In the second group were definitely included the “half-tongue” native speakers whose problem was even deeper than those who spoke Spanish as their mother tongue.

All those issues listed above were the general observations I was able to develop and which motivated me to develop this investigation. Nevertheless, that information was obviously not sufficient to determine students' needs for an appropriate method of ESL learning. Then further analysis was needed to determine more precisely how to plan a successful method or series of them to allow successful results. The following considerations were carried to the practice:

- a. The placement exam ought to be more precise to difference not only false beginners from true beginners.
- b. Students must also be evaluated in their Spanish knowledge (in order to learn how to give them information and instructions in the beginning of their formal education at the university).
- c. If possible, from those students who present lower levels of development at the placement test, interview them one-to-one to determine their actual conditions of understanding and communicating.
- d. Knowing Cañari students were shy, there was the call for a comfortable learning environment at the university, in order to allow them to become more communicative and express their needs, and show their progress, as courses advanced.
- e. Another emerging necessity was to find more information about them, to be able to understand their knowledge and background, to find a way to meet their already existing skills and use them as strengths to focus them towards the learning process.

4.3 ACTIONS WERE TAKEN:

- The Pearson-Longman placement test for the series “World View”, which was the chosen textbook to use at UNITA all over the country, started from a false beginner-elementary level. All the instructions on the test were written in English, and the real beginners were not able to understand them. Therefore, the change was to add a section of basic English to the test explained by a teacher in spoken Spanish to the test takers, besides the instructions were also written in Spanish. This first section included pictures, matching sections, basic vocabulary such as common nouns, known in English as well as in Spanish and Kichwa because of their existence in our environment and represented in a variety of didactic material to be used for teaching English to young children. If students passed this section they would continue with the already established test.
- For those students who were not able to pass from the new basic section added to the placement test, they would go to an interview with bilingual teachers (English-Spanish). It was almost impossible to find multilingual evaluators who were able to speak Kichwa and English. Then, these new students demonstrated their communicative skills in Spanish and English; besides, the use of polite and impolite expressions they were not aware of their correct use in the current situation. During this stage, students were not corrected, only evaluated.
- When students had completed the interview, they were given another test in Spanish to demonstrate their understanding of Spanish: basic, elementary and intermediate vocabulary and structures used in general communications. (Vocabulary or phrases for specific purposes -technical vocabulary for different areas of science or technology- were not included).
- The Languages Department office was rather comfortable: the main desk and working office area were relocated at one side of the office, while a round table with chairs set around them, and a low flower pot on the table produced a cozy independent area where to feel not nervous, and more private to be able to speak with no time pressure, and the circular

distribution of the chairs produced a sensation of equilibrium among the people sitting around the table, including the interviewer, of course.

- Observation of those students, if possible, inside the university and outside it. Watch them interact among themselves and with other students who were not part of their very close group of Kichwa speakers from Cañar.

4.3.1. OUTCOMES:

1. Basic placement test: From a group of 372 people given the exam in October 2010, 15 Kichwa-speakers of Cañar were present: 12 did not pass the simple English section of the test. All the other 360 students passed to the next stage, including the 3 other Kichwa-students from Cañar town (they only passed the true beginners level registering for the “false beginners” level).
2. From those 12-Kichwa students 10 registered for English classes.
3. The 10 students attended to the interview. Four women came in a group, three women formed another group and finally three men did it individually.

There were very simple Spanish questions to start the interview:

- *What is your name?*
- *Describe your family.*
- *What do you do for a living?*
- *Why do you study at the university?*
- *What do you like to do?*
- *What you do not like to do?*
- *What do you think of English?*
- *Do you consider English as an important tool to help you improve your life quality?*
- *What do you think of English for your academic education focused to a better professional development?*
- *Do you like to listen to music, watch movies, read books?*
- *Do you know how to surf the web?*
- *Do you have Internet access at home or nearby?*
- *How frequently do you use Internet?*
- *What do you use technology for?*
- *Would you be willing to use Internet to learn English?*
- *Would you be willing to call your English teacher during weekdays for tutorials by telephone to clear out doubts and practice pronunciation?*

These questions were open to the extent interviewed students would like to expand them. What was hard to achieve in the beginning was that one of the women initiated the conversation. Then, she would lead the group unless I specified who should answer. They were very quiet and shy. Their attitudes were the same I had already observed in the classes I taught on Saturday afternoon with the mixed groups. Women and men would not look to me. They would rather look down to the floor or something in between the table and the floor. If their sight crossed mine, they would avoid the eye contact immediately. They sat with their legs slightly separated and their feet crossed under the chairs. Women covered their shoulders and arms under their shawls. Their heads were slightly bent forward not holding the head upwards. Shoulders were shrunk and hands and feet hidden. They did not laugh at my jokes but timidly smile.

Men sat more straight on their chairs, but the rest of the position was very similar to that of the women: arms crossed in front their chest hiding their hand, while the legs and feet had the same position as that held by the women.

Women spoke more hesitatingly and shy, covering their mouths with their shawl or with their hands. Men were nervous but more willing to answer the questions and have a conversation; they did not look at me either, but rather to the floor or lower directions, showing hesitation to answer or timidity.

When asked about English, students presented different opinions: One man said it was not important for his life. It was better to learn Kichwa and Spanish well, because he was a teacher at a school in the country where children were not using Kichwa anymore and they were even ashamed of wearing typical clothes and speaking Kichwa in front of other people who spoke Spanish.

Another man said he would like to learn English to go to visit his family in the U.S., and probably stay there with them.

Women were confused and they said English seemed difficult for them.

On the other hand questions focused on the Internet access and telephone

availability showed students had basic computers at home, which did not allow multimedia, neither Internet access. Therefore, they had to go to the next town to find cyber-cafes where to rent computers and Internet to be able to access to that possibility.

The Spanish test was based on the four general languages skills: Listening-comprehension, Grammar- Vocabulary, Reading-comprehension, Writing, Speaking and conversation were already evaluated during the previous interview.

The Spanish test, if composed by diverse sections, focused basically to the understanding, usage and narration of events in order to allow students to demonstrate their communicative competences under real life circumstances, which would allow them to interact with other speakers of the language and not as much their grammar structures or very detailed orthographic and spelling rules. In addition, this test is not supposed to evaluate their academically professional performance -which at this point is assumed to be low-. The purpose of this test, above all, is to capture essential evidence of the level of common knowledge these subjects present for their general international culture and university success. As Spanish is not the principal topic to deal with in this research, the results of the test will be briefly mentioned: Students were able to understand basic, elementary and intermediate difficulty texts and listening activities. Their comprehension of upper-intermediate fragments or articles was confusing. Finally, with more advanced or complicated pieces of philosophy or literary paragraphs to analyze, it was almost null.

For the Writing Section of the test, the results were ambiguous and difficult to understand because of their confusing composition, incorrect usage of orthography and expressions and lack of coherence in their ideas.

The results obtained according to the different skills were categorized as follows:

The speaking skill evaluated during the previous interview produced interesting results:

- These students used either impolite or polite words indistinctly during the academic interview. They were definitely not aware of the appropriate or inappropriate use of those and the conditions for their usage.
- They were not able to use connectors.
- These students use “vos”, instead of “usted” (in Hispanic America “usted” is the appropriate way to address a person who is not familiar, occupies a higher status than the speaker and is probably older in relation to the other persons in the dialogue). They used “vos” as a form of respect; it is a very old fashioned way to refer to a superior in a Spanish which dates from the eighteen and nineteenth centuries and grammar (*vos comes from vosotros*).
- They agglutinate words and change vowels pronunciation, which make it more difficult to understand not only their pronunciation but the general context of the idea they are developing. (“Agglutinate: Combine -simple words or parts of words- without change of form to express compound ideas.” Oxford Dictionary OnLine).
- They mix structures, and lack of linking words. Their use of lexis is restricted to basic vocabulary and expressions. Agglutination could be a result of their deficient level of Spanish knowledge referring to connectors, linking words and short prepositions which could be difficult to listen to while learning Spanish (as it would also occur in English learning with contractions and unified sounds because of one word ending in the same or similar sound the next word will start with).
- Younger women and men understood more Spanish than older women. (No older men were present to determine if age could be a factor to consider). The elder asked the younger, in Kichwa, to translate the information expressed in Spanish, so they could be able to answer the stated questions.

In the written examination the obtained results were difficult to understand due to the lack of coherence in the grammatical structures. There was great difficulty to express their ideas, in addition to the lack of knowledge about spelling and orthography.

- Calligraphy was another issue not easy to read; their handwriting was comparable to that of a 6 or 7-year-old child.
- In the section for multiple-choice answers, there were many mistaken chosen options. Besides, all the scratched and erased signs were demonstrations of hesitation to decide for one or another answer, which was a clear proof of their low level of Spanish or anxiety during the test.

In sum, oral communication was easier for them than reading and writing. fact, which could easily be attributed to their lack of written language in Kichwa, and their wider contact with Spanish speakers for verbal routine communications, while written Spanish, was not a frequent need to develop.

4.3.2 A SWOT analysis would proceed under the present conditions in order to allow a clear idea of the fundamental conditions present in those students' language knowledge according to the demonstrated connections between Kichwa and Spanish.

4.3.2.1. STRENGTHS:

- Oral communications in agglutinating languages (Kichwa).
- Bilingual brain connections (Kichwa and Spanish).
- Stronger development of listening skills.

4.3.2.2. WEAKNESSES:

- Mistaken vowel selection.
- Agglutinating sounds which are different from sounds in English.

- Difficulty to pronounce clearly defined Spanish vowels.
- Exaggeration in the pronunciation of “rr” sound tending to sound “sh” (Spanish).
- Lack of reading or writing skills.
- Poor writing motor skills, producing undefined traced symbols.

4.3.2.3. OPPORTUNITIES:

- Decision to study at the university.
- The will of the languages department to create a method to help them improve their learning conditions.
- These students present all their listening, visual, kinesthetic, olphactory and gustatory senses in normal physiological conditions.
- There are laboratories available at the Languages Institute: audio, visual, computer science for extra aids in the learning process.
- The Languages Institute of UNITA in Cuenca is located in the historical center, where architecture, business, markets, churches and parks are allowing several real activities to develop in language practice and usage (for any language).

4.3.2.4. THREATS:

- Evident differences in education between their communities and the university style.
- Students are afraid of communicating outside their circle of peers.
- Students are afraid of opening their mouths to show them to other people.
- Fear of speaking in public.
- Fear of asking questions to their teacher.
- Fear of not understanding and require Kichwa to assure themselves about the provided information and instructions.
- The other students who come from the city feel reluctant to work with Kichwa students, due to the cultural differences between one group and the other.

- The admission system for Ecuadorian universities does not contemplate the Kichwa speaking Cañaris restrictions to learn and possibilities to interchange with the others.

In spite of the fact that Action Research is usually applied to oneself (Sagor 1); in this case it would work for the group of students, besides Critical Thinking is definitely necessary. In order to be able to obtain a closer idea of the Cañari-Kichwa-students' learning process and general behavior, it was a must to know more about them. Therefore, observation of those students, if possible inside the university and outside from it, would allow a deeper understanding of their motivations to learn. Watch them act among themselves and with other students who were not part of their very close group of Kichwa speakers from Cañar was also indispensable in order to recognize their behaviors, in particular, those related to the differences which would not let them work together.

English classes at UNITA used to start one week later than the rest of the university faculties did. During that week I had the chance to observe the new students coming from Cañar as well as those who had already entered the previous term and whom I already knew from the classes, interviews and tests. The procedure followed these steps: I walked along the hallways observing classes, through the transparent glass of windows and doors, even if they were not English classes, in order to understand the Cañaries and the other students' attitudes.

- 1st.** It was possible to find one Cañari student, who was a man, in a classroom with no other Cañaris. While it was not possible to find classrooms where Cañari women were not together, at least two of them, and they were sitting together, working together, even when the teachers asked them to work in different groups they would not do it.
- 2nd.** Cañari students remain quiet, almost trying to be invisible in the most distant corners from the teachers. Men and women looked down to the tables, and when teachers asked for volunteers to make a comment or answer a question they hid from the rest.

- 3rd.** If a student was alone because of a very individual condition to solve, he or she would remain alone, usually in a place where he or she could be covered by poles, plants, benches or whatever protection was around to act as a shield for them to be covered.
- 4th.** While students in the computer science laboratories were able to manage at least the basic computation skills, Cañaris were clueless, trying to understand what the others did to turn the CPUs and screens on. Meanwhile, the teacher had already given a set of instructions, which Cañari students had already missed.
- 5th.** When students came out from the classrooms for their lunch break, they would mingle with the rest of their students friends by calling each other by cellular phones, or just because they agreed to meet at a certain spot in the building. They did not mingle with students who were not from Cañar.
- 6th.** For their lunch they did not stay in the building or surrounding areas where all other students and some teachers used to go for a typical Saturday menu. They disappeared and returned late for classes.
- 7th.** Cultural differences between Cañari-Kichwa students and city-Spanish students were notorious. They ate different food with their own manners, they mingled in different groups and they communicated in different languages, producing a rupture in the whole communication process between the ones and the others.
- 8th.** Kichwa-speaking students from distant areas from Cañar started to fall asleep in the classes after lunch. Sometimes this annoyed teachers, in most cases instructors did not have the time to care for that condition but just kept advancing in the class contents to cover their programs in the very limited periods of time of one hour every Saturday.
- 9th.** Although, teachers had as one part of their responsibilities to help students through telephone calls or weekdays tutorials, students from Cañar did not use that help.

4.4 NEW APPROACH FOR ENGLISH CLASSES.

For the outcomes of the classes I had taught last term, and all the insights I was able to appreciate during the first weeks of the present term, I made a decision in order to make everybody more comfortable and take the utmost advantage of their learning was to give personalized treatment to Cañari students independently from their other classmates.

I invited them to come to my office one more time and discuss about the possibility of setting an special schedule for them after their major's classes. They had to take English mandatorily, it was one of the requirements of the university and Kichwa was not considered a language for academic purposes. Students happily agreed. We defined a schedule, which would meet their possibilities for finishing their other classes and at the same time, be able to catch the last buses home. The determined time was Saturdays from 3.15 to 4.15. Later on, bus companies started offering one later hour which we took advantage of: the classes would last 2 hours every Saturday, from 3.15 to 5.15. All of those decisions were discussed and not commanded to organize them. I made myself very clear I was coming on Saturday afternoons only to help them, because I cared for their learning process and not because it was my duty; therefore, I honestly expected them to come and take the offered opportunity. They did attend on a regular basis.

4.4.1 MY INSIGHTS IN THE FIRST ENGLISH SESSION

The very first class I tried to diagnose how their abilities for acquisition and learning English were. Because of the previous experiences with the other Cañari students I knew it was not possible to take for granted they would understand expressions such as: "What's your name?" "Where are you from?". "How old are you?" and many more. Therefore, to make adult students feel comfortable I usually bring a photo album of my family, including pictures of me when I was a baby, young girl, when I went to high-school, when I had birthday parties and then when I got married and had my own daughter. I introduce myself first in order to break the ice. I showed them the pictures by getting close to them and while I repeated once and again this is me when I was a baby, and students started smiling and paying

attention to me. They did not make comments in Spanish but they understood me, showing me their relaxed expressions and they followed what I led them to watch or listen to. Another sign was that they nodded in consent, and step by step got connected to the story. Then the problem was to make them tell me things in English, when I told them “My name is María Cecilia”, which they already knew, I immediately asked them “What is your name?” and they only replied Rosy, Carmen, Oliva, José, but not “my name is...” I encouraged them to say it by smiling and prompting them to repeat it with me. Then they got tense and stressed, their attitudes changed and their smiles disappeared. They started to blush and cover their mouths with their hands even to nervously smile. I just smiled and said in a funny way “No problem”, then, I showed them a video of some people introducing each other. I repeated these scenes over and over again, which was good in the beginning but boring by the third time. The next part of the diagnosis was to show them flash cards of very common nouns in English, such as house, cat, dog, book, pencil, man, woman, well they did not know even this very basic information. They were serious and nervous. I decided to talk to them in Spanish and ask them more information about themselves in order to find out what was interesting for them, they talked quietly and hesitantly about the information they would give.

I also asked them how they learned Spanish and if they were taught at home or through formal education at school in the country. They answered through formal education at schools, which was usually taught by a Kichwa native speaker who lived in the same area where the school was located. The most presumable condition was that the teacher did not know how to make a good utterance of the Spanish sounds; therefore, the children produced exactly the same mistakes the instructor was teaching. And for most of the cases, English was not taught at all.

4.4.2 APPRECIATIONS OF TESL TO THESE STUDENTS ACCORDING TO THEIR SPECIFIC NEEDS AND SKILLS

With the experience of the first class, with the Cañari students, it was obvious I needed to gather more information about them, in order to focus on a more appropriate methodology to teach them. They were adults with a completely different background from that I experienced working with:

- Ecuadorian adult Spanish speakers who were fluent in Spanish and had a city home and formal education in Spanish, who were willing to learn English either because they were traveling to study abroad or they needed to communicate in their positions at work with international business.
- American, Canadian and European people who had a large international culture and studying methods, besides their own responsibility to learn.
- Japanese and Chinese students who had made the decision to make progress in Spanish, because they were living in Cuenca, thus they were forced to learn the local language to be able to communicate for everyday's life.

Analyzing the Cañari Kichwa students in general terms, compared with the other students mentioned above, I got to the following conclusions:

Cañari students...

- did not understand Spanish well enough to give them complicated instructions using this language.
- did not understand graphic signs (as those displayed on the wall at UNITA).
- had a different culture, education and beliefs compared to those we are used to in the cities.
- were breaking a wall by coming to study in the city at the university. It was a tremendous effort they were making to obtain a title to allow them to work and get better opportunities in life.
- were not interested on learning English for practical purposes, but to pass the requirement to obtain their title.

- did not see the need for English in their personal and professional development.
- found English completely strange for their understanding.
- did not want to learn English! They did have no reasons to be motivated about acquiring English as part of their academical and practical learning process.

In spite of all the negative points mentioned, I have to say on their behalf, Cañari students...

- were eager to come to Cuenca.
- had a good time during the interview and the first class with me. I can say this objectively, because of their facial expressions and developed attitudes (NLP helped).
- felt well with me. I made them smile and even laugh with me, not at me.
- confirmed they had somebody who cared for them and therefore, to have some support in their university life in general terms. I could help them with other subjects and conditions to solve or understand at the university.
- were friends with former Cañari students who had had classes with me previously and gave positive comments in relation to me and how to get help from me for issues related not only to English, but to city life in general terms.

4.4.3 HOW TO PROCEED.

Information gathered was not enough to find the subject students real needs for learning and how to motivate them to learn English with a positive attitude. During the interview they had commented on the things they liked and they did not. Well, this was possibly a point to take. They liked typical food: guinea-pig was their favorite without exceptions. They liked to live in the country and be able to breed their animals and grow their own vegetables, legumes, tubers and fruits. They wanted to provide a better quality of life to their children and that is why they decided to study at the university to keep their positions at work as teachers, either for preschoolers or adults. Two students had their children studying at university already. They really believed in a typical mixture of

traditions such as the combinations of superstitions and Catholic religion. They loved to drink strong alcohol and celebrate holidays that lasted for days of even weeks.

All that information was important and interesting, but more details were needed in order to plan a successful strategy to teach them English. Now the principal question was:

How to teach English to this specific group of people?

If they wanted to improve their life styles, and that was why they decided to come to the university in the city -traveling during the night, walking in the mud, under the rain and the very cold wind to finally get to their destinations-, why did they continue to wear their typical traditional attires and not wear the common less expensive clothes as the people living in the cities? Why did they go to eat at the market where there was more expensive food than the common Saturday lunch every other student either from Cuenca's surroundings or the coast would eat?... All these questions did not provide a clear answer to deduce more. Therefore, I decided to start using other strategies. Suggested by Dr. Anne Carr, my thesis director, I asked them to bring an object that was very important for them. They did it. While students explained their reasons for bringing the chosen objects, NLP was a helpful tool to understand the way they were thinking. The next chart shows a clear idea of their conditions at this point.

PERSON	AGE	OBJECT	REASON	NLP:	OBSERVATIONS
Oliva	20	A photo.	Love to her sick younger brother. She was worried for him.	Eyes: Upper-left: Visual recall.	She was about to cry.
Rosy Manuela	50	A silver pin (tupo for Cañaris).	A present from her mother when Manuela got married. Beautiful and representative of Cañari culture.	Showing and touching the object, passing it to the others to take it and observe it. Kinaesthetic- (Tactile).	She smiled with pride. Eager to show the pin to the others. All her previous attitudes were rather silent and nervous.
María Luisa	37	A silver pin (tupo for Cañaris).	She bought it because it is very elegant and necessary to hold her shawls.	Looked to the others and showed the details of the piece in her own hands. <u>Visual-</u> <u>Kinaesthetic.</u>	She was not so glad because Manuela also had a similar object. She was not jealous, only not as happy as she showed in previous occasions.

Dionicia	34	Laptop.	It allowed her to communicate with her husband and brothers, living abroad, through Skype. She felt she had a higher status among her co-workers because she had "the tool" to work. And also do the homework from the university.	Just looked in love with the computer! Probably <u>visual</u> , <u>auditive</u> , and <u>kinaesthetic</u> .	She was happy to show it to the others, but she did not let the others touch it.
Ortensia	29	Hand made doll.	She did it with her elementary school students, to learn parts of the human body. She found it really important to teach fine motor skills to the children.	She observed the doll quietly and passed to the other to see it. She did not pay attention to what they did or how they reacted. <u>Kinaesthetic recall</u> .	She is always quiet, apparently more self-confident than her fellow Cañari mates. She smiled while explained briefly it was a nice experience to work with the children.
Lucinda She quit UNITA due to personal reasons after two classes.	25	The traditional cotton hat with tassels that she was wearing. She forgot to bring something special for this class.	Her father bought the hat for her. The tassels had meanings, according to her: If a woman is single, tassels would be in the front, if she was married, they would be in the back. If tassels were only white and in the back the woman is a widowed.	She only spoke and explained without touching the hat or removing it from her head. <u>Auditive</u> .	She always seems to be not interested. It is a different attitude from her classmates.
José	57	A portable medium-size radio with a USB port.	This radio allows him to listen to lessons he needs to study while he travels in Cañar by bus, and also when he comes to Cuenca.	<u>Auditive</u> . He speaks very little. No use of body movement. He likes to listen to learn.	He smiles and looks from one ear side to the other.

Reflections in relation to all the information detailed by that simple but full of content practice, in the previous chart, helped determine that even in my intention to form a homogeneous group to work with, and make the most progress possible, students had different action-reaction schemes, which also varied according to the days, the activities and even the individual conditions at a determined time. A Multiple Intelligences test was also applied to them to pin down their learning styles (Model of MI in Apendix D), and it also helped determine those learning styles were not constant, but they varied according to different and multiple inner and outer conditions.

To sum up, what all these Cañari-Kichwa-speaking students had in common were their culture, language, traditions, fears and the need to obtain the

university diploma. Nevertheless, their learning styles were different the one from the other as well as their multiple intelligences varied. Their English level was “true-beginners”; therefore, the contents to use for TESL had to focus basically on concrete nouns, adjectives and verbs. Besides, activities should vary according to the topics to teach and the students’ reactions towards them. Actions had to be varied and motivating to stimulate different learning styles and attention conditions.

4.5. ESL METHODS, STRATEGIES AND SELECTION

4.5.1. OVERVIEW. Throughout the development of Foreign Language Teaching, diverse methods have occupied starring positions according to education needs and fashions. As time passed and theories rose in category, others fell in disuse. Methods could change according to the learners’ needs: intellectual and physical possibilities and requirements, and other circumstances, which may not be evident at the beginning, but turn up later in the process.

4.5.2. METHOD. It is a particular form of procedure for accomplishing or approaching something (Oxford American Dictionary). Teaching methods have been related to terms such as “approach”, “model” and “syllabus”. Teaching methodology encompasses the goals, activities, tasks, and learning experiences experimented by the subjects of this process: Learners undoubtedly, and teachers, if there is not an auto-didactic method. Most renown methods will be briefly presented, in order to allow a better idea of possible choices to select for ESL Cañari classes:

4.5.2.1. THE GRAMMAR TRANSLATION METHOD is focused on translating from one language written in a text or lesson to the other language. Grammar was inferred and learnt that way. Then taught by explanations. Translating and writing were the main developed activities. Oral production was restricted to reading certain sentences or passages.

4.5.2.2 THE DIRECT METHOD presented its highest interest in listening and speaking restricting as much as possible the use of the learner's native language. Grammar was taught inductively, while reading and writing were not part of this process.

4.5.2.3 THE READING METHOD IS focused on reading carefully chosen passages, implying the gradual increment of vocabulary and grammar.

4.5.2.4 THE STRUCTURAL APPROACH is organized the language in basic grammatical sections: Subject-verb-object, or for more elaborated structures such as questions, simple and complex sentences with main and subordinate clauses. This method considered a sequence of skills to take into account: Listening, Speaking, Reading and Writing. Not very elaborated considerations about mental processes occurring in the brain were noticed.

4.5.2.5 THE AUDIO-LINGUAL METHOD is based on the previous method, besides, it incorporated other concerns like the importance of speech related to behavioral psychology. It also incorporated dialogue memorization, rhythmic repetition and drills. Students learnt languages through creating habits by extended practice.

4.5.2.6 THE SITUATIONAL METHOD paid attention to language embedded in contexts where it took place. This incorporated structural language patterns and used real life situations. Practice was moved through repetition and drills to real question-answer sequences.

4.5.2.7 THE FUNCTIONAL-NOTIONAL APPROACH is a method elaborated in a syllabus or curriculum style by sequencing language functions in relation to real-life context, grammatical structures, vocabulary and classroom activities. This method emphasized on communication rather than grammar.

4.5.2.8 THE DARMOUTH INTENSIVE LANGUAGE MODEL keeps many elements of the Audio-Lingual Approach. The classes last three hours per day, five days a week and during a 10-week period. The first hour is dedicated to the principal teacher's explanations related to contents. An apprentice teacher, who guides students through drills development, manages the second hour. The last hour is dedicated to general practice in a laboratory supervised by another person. There are five skills to accomplish in every day's sessions: Grammar, vocabulary, listening comprehension, and pronunciation accuracy. The master teacher would

emphasize on teaching grammar through dynamic, interesting and dramatic activities to provide a more enthusiastic learning process in the class. Students are encouraged to exaggerate actions and even scream.

4.5.2.9 THE COMPREHENSION APPROACH is based in the premise that students must acquire their SL through mental processes taking place inside the brain stimulated by listening and comprehension abilities. To allow this process the teacher should present comprehensible material, verify students have understood the target and meaning of the previous stage, and finally, prepare students to infer meanings from the provided context. (Postovsky qtd. in Ramírez 118). Speaking is not pressed; students are allowed to start when they feel ready to do it, as it occurs in L1 acquisition.

4.5.2.10 TOTAL PHYSICAL RESPONSE (TPR) WAS created by Asher in 1992. TPR uses oral commands to instruct students to do or make certain action, which has to be physically produced. After 10 hours of training, roles are reversed and students start acting as the instructors who give the commands. Writing and grammar are supports for the principal aural-verbal structures, and are written in their notebooks at the end of every session (Asher, Krashen & Terrell qtd. in Ramírez 118).

4.5.2.11 NATURAL APPROACH was developed by Krashen and Terrell in 1983. It determines comprehension as a major start point to language acquisition and then, learning. Acquisition is an innate process occurring in the brain relating to listening and visual stimuli, therefore, precedes speech, as it occurs with children. Comprehension and production abilities take place as a result of a series of language activities tightly linked to affective language actions, which are designed to low anxiety levels and create opportunities to provide meanings to messages.

- Pass affective filters or even open doors through them,
- Do body movement to improve oxygenation of the brain, and concentration to accelerate learning processes related to long time memory language (TPR).
- Apply motivating activities in the teaching-learning process focused to right brain functions, in order to skip the left-brain conscious filters which create awareness of learning codification, interrupting the normal language acquisition process. When this knowledge has created strong foundations,

then it is possible to start with the left hemisphere learning skills: reading to understand written letters, words, phrases, sentences, and complex structures, as well as writing (Ramírez 119) -This principle is practiced in Neuro-Marketing to obtain and keep customers, which is focusing to the basic needs of the human being in their reptilian brain- (Braidot 37,43).

4.5.2.12 THE COMMUNICATIVE LANGUAGE TEACHING (CLT) is a broad approach to teaching, rather than a teaching method with a set or rules clearly defined. David Nunan emphasizes five features attributed to CLT:

- The provision of opportunities for learners on the learning process itself, not only in languages learning.
- The action of Learning to Communicate through interaction in the target language.
- The use of authentic texts into the learning situations.
- The enhancement of the learner's own personal experiences as important elements in the class.
- An attempt to link classroom language learning with language activities outside the classroom.

Under this broad description of the principles of CLT lies any teaching practice which could lead students to develop their communicative competence in an authentic context. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practise and develop language functions, as well as judicious use of grammar and pronunciation focused activities (Richards 158,159).

4.5.2.13 SILENT METHOD is based on the fact that learners are able to learn silently by listening and watching, the instructor use tools, such as color rods to teach colors, numbers, actions: give, take, give me, put; conjunctions: "take a green rod and then a red one". Object Pronouns: me, him, her. Adverbs: here, there. According to this method, grammar could also be taught with the aid of wall charts (Ramírez 120).

4.5.2.14 COUNSELING-LEARNING APPROACH, developed by Curran in 1976. This referred to a community related to that used for psychological counseling. It views the subject as a “whole” not only as an element of language production. The teacher acts as a counselor who is concerned about his student’s fears about learning and how to diminish them. The main idea is to create with the group of students a sense of a community where everybody helps. Students are able to speak freely in the target language (Ramírez 120).

4.5.2.15 SUGGESTOPEDIA is a method developed by Lozanov in 1982, it centers on the techniques of relaxation and concentration designed to lead learners to a subconscious mental power for learning in order to increase the amounts of vocabulary and structures. Appropriate conditions for suggestion must be prepared: soft light, baroque music, comfortable seating and dramatic techniques to present dialogues. Students acquire the language and practice several times of listening-repetition to become familiar with the intonation and vocabulary of what is usually a skit. Then students act out the different roles corresponding to the play and exaggerate their parts. They have enough time to rehearse and develop the play pretending they are the characters, which allows them to feel less inhibited. The teacher changes the tempo and the tone of voice, producing different perceptions in the students. Material presented should be emotionally relevant to attract students to the story. On a third session activation is rehearsed and grammar introduced and practiced (Ramírez: 121).

Not all methods are suitable for every class or teacher. It would depend on a wide range of variables. What suits best a high-school group of adolescent students might not be appropriate for a small group of college students. What is possible to develop for one teacher’s style may not be for another. Besides, the interaction developed between one group of students and the teacher may vary to another group of students with the same teacher (M.González).

In this study, different methods were tried but most of them did not produce the positive effect experienced with other groups of students, due to the Cañarís tiresomeness or to their fear of acting and speaking in more outgoing activities.

For this investigation I consider “**Natural Approach**” as a complete method, able to be combined with other approaches, too. Through personal and

professional experience I prefer to allow students a motivating but not stressing environment where they obtain their best performance and results. Natural Approach offers a variety of possibilities based on the idea that language should be acquired and then learnt.

Certainly, adults present already established schemas in relation to trying to pronounce sounds of written words as they would sound in Spanish according to their idea of vowels or agglutinating sounds. Precisely because of this reason, it becomes imperative for Cañari-students to be exposed to listening acquisition activities, before tempting them with the possibility of reading and trying to interpret the probable sounds which words could present.

It is interesting to consier that Code-Switching for Cañaris, between Kichwa and Spanish is not helpful for ESL beginner students. Theories presented in Chapter 3 would indicate Code-Switching could only be an advantage or inoffensive issue to develop other languages. Nevertheless, this is not just a supposition but the core problem native Kichwa speakers have shown in the classes, which many professors perceived as registered and stated in this investigation.

4.6 STRATEGY is defined as a plan of action or policy designed to achieve a major or overall aim (Oxford American Dictionary). Strategies can be divided in:

DIDACTIC STRATEGIES AND EMOTIONAL STRATEGIES.

The chart presented in Apendix E shows a vast number of Didactic Strategies. Emotional Strategies are presented later in this chapter.

Stress shown in their attitudes was the strongest impediment to allow students to feel able to develop the activities and interact with their own partners and teacher.

Through seminars, trainings, observations of attitudes and results from students in my own classes I have come to certain conclusions that are necessary to consider in the lessons. Most of the time they are natural, some others they

need to be reinvented, adapted, and even forced, according to different conditions affecting the ESL process.

The steps found necessary to have in every lesson for this group and purpose are the enumerated below:

- | | |
|----------------------|---------------------------------------|
| 1. Aim. | 6. Add |
| 2. VAK Stimulation | 7. Adapt to particular conditions |
| 3. Practice | 8. Improve |
| 4. Varied activities | 9. Motivate, surprise! |
| 5. Recycle | 10. Price intends and accomplishments |

As the **PRINCIPAL OBJECTIVE OF THIS ENGLISH COURSE**, is to *encourage* students to learn the Basic English level, corresponding to True-Beginners, the evident motivation should focus on: Emotional Strategies.

4.6.1 EMOTIONAL STRATEGIES. As this is common knowledge, *the attitude* of the person in charge of moderating the activity must be appropriate for the objective intended to succeed.

There are enjoyable activities specially used as warm-ups for the introduction to every session, which are usually focused on lowering the levels of the affective filter while trying to induce students to understand what will be the core issue of the lesson. Certain activities especially focused to relax muscles for tense or stressed people such as meditation, breathing and relaxation techniques are recommended. These previous considerations produced the following list of Emotional Strategies to apply in this specific Kichwa students learning English as L2.

In order to improve students' Self-confidence and Self-Esteem:

- The teacher must present a respectful and enthusiastic attitude towards the students, the class and the practices:
 - Smile, be happy, feel comfortable and show self-confidence.
 - Enjoy the activities designed for the classes.
 - Be attentive and care for students' feelings, needs and attitudes.

- Environment and attitudes must induce to a comfortable feeling:
Physical facilities: seats, tables, light, good acoustics, room temperature and ventilation, appropriate for the activity.
Psychological attitudes: The teacher should inspire respect, and reliability to be trusted, but also warmth, kindness and a friendly stance.
- Motivation: To make students feel well with ESL learning practices:
Games, music, videos, objects, things to stimulate senses (VAK-TG).
TPR such as dancing, exercising.
NLP activities such as optical illusions and movement tasks.
- Encourage: To help students improve their self-confidence and rely on themselves to learn and develop more social and communicative abilities.
Use expressions of approval: verbal and non-verbal.
If appropriate, pat, touch students arms or hands (I have found very useful while sitting next to my students, in order to delicately correct them, to touch their hand with mine, and repeat in the correct way, what was said incorrectly). Besides, when a student feels too tense, it helps to touch their hands and show facial understanding and concern about their problems and causes to feel nervous. Then tell them with a relaxed smile everything will be fine. English is just an exercise to develop, which requires patience and constant practice, not a Mathematics examination.
Smile, laugh, make the others laugh!

I have found when the environment is too tense in the English class due to previous conditions, it is good to talk a bit about it in Spanish, and then tell students a funny story, *if possible and appropriately* related to it, to show them it is not that serious and everything will be fine (M.González).

4.6.2. ESL CLASS PLANS: IMPORTANT ASPECTS TO CONSIDER

The following facts are to take into account for lesson plans:

- The subjects of this study are extremely shy.
- They feel uncomfortable about opening their mouths to talk or laugh.
- They are exhausted by the time they have their English classes.
- They are not aware of their active participation in the process
- They all come from a similar background but present different personalities.
- They all have individual conditions and styles of learning.

How to proceed, then:

- Respect them, above all.
- Never intend to make a joke or comment, which could be misunderstood.
- Never use irony or sarcasm to talk with them.
- Produce relaxing, comfortable, if possible cozy, conditions for ESL.
- Emphasize on the idea that students are there because they need to learn what the professor loves to teach.
- Allow them to have time to rely on their abilities to talk.
- The professor should present a reliable and confident attitude to encourage students to trust on his/her requests, attitudes and expectations. This will also allow students to become confident about their English environment in classes.
- When something good or nice about certain student is perceived, say it expontaneously.
- Use varied activities to stimulate different learning styles.

4.6.3 LESSONS PLANS, DEVELOPMENT AND RESULTS PER SESSION.

1ST LESSON:

- Problem to solve: Anxiety, stress and fear of learning English.
- Aim¹: To relieve the stress and promote a comfortable feeling.
- Who: Students guided by the teacher and the environment.
- How¹: **GREET STUDENTS WITH A NICE SMILE, BE HAPPY TO RECEIVE THEM.**
NATURAL APPROACH, SUGGESTOPEDIA, TPR.
- Where: In the teachers lounge, comfortably sitting on the couches.
- When: Saturday, at 3.15 p.m.

- What resources:

Appropriate environment, soft light, blinds slightly open.

Music: Enya's Shepherd Moons melody.

BBC English audio material Lesson 2: "Mike and Jane are caught in a storm" (this recording is particularly slow and dramatic, besides it ends in a joke, it suits the relaxing purpose of the lesson). Repeat it seven times. 25'-30'.

- Aim²: To make Students feel comfortable and react for classes.

- How²: STOP MUSIC AND BBC AUDIO LESSON. **ASK AND ANSWER:**

the same questions played in the audio lesson. Exaggerate and act out expressions and vocabulary: How are you? Are you tired? (use body language to show a tired stance). Do it for all the questions and words in the recording.

Ask students to stand up using the hands to show them what to do while you say: Stand up! And then sit down slowly. Repeat the sequence while it feels comfortable and productive. 10' approx. When students feel more relaxed, allow more light through the blinds.

Give students handouts with pictures of the expressions of the learnt vocabulary to have extra visual aids while playing again the BBC audio and show them pictures of the sequence narrated in the story. 15'.

Give students audio CDs with the recording they have listened to in this session. Explain to them how to study, in Spanish, and make sure they understand it, otherwise explain it in more simple and relaxed speed.

- Outcomes:

Students reaction was better than expected. It is probably because there are two women who are more outgoing than the rest, but even though they are Cañaries do not produce the repression feeling on the other students. Those women laugh at my exaggerated acting and my expressions, even covering their mouths with their hands.

2ND LESSON:

- Problem to solve: Anxiety, stress and fear of learning English.

- Aim¹: To relieve the stress and promote a comfortable feeling.
- Who: Students guided by the teacher and the environment.
- Method¹: **NATURAL APPROACH: SUGGESTOPEDIA. GREET STUDENTS WITH A NICE SMILE, AND SAY HELLO, HI!. HOW ARE YOU?**
- Where: In my very small office.
- When: Saturday, at 3.15 p.m.
- What resources:
Appropriate environment, computer projecting a relaxing sequence of beautiful peaceful landscapes, soft light, door closed.
Music: Same used in Lesson 1.
BBC English audio material Lesson 2: "Mike and Jane are caught in a storm" Repeat it two times. 10'.
- Aim²: To make students feel comfortable and practice the previous studied lesson.
- How²: Only by listening. This time the space in the office is restricted. The physical activity had to be limited to smaller movements. I repeated the drama with more exaggeration and allowing students to help me finish the questions and answers. I lowered my voice and encouraged them with my hand to start talking. As expected only Dionicia and Luisa were more expressive. The others were not as quiet as in the previous class
- Aim³: Practice commands and auditive comprehension.
- How³: TPR (the sun started to shine and we could go to the large terrace) I stood at the door to pass to the terrace and told them "be my guest", to each one of them. There are chairs on the terrace and I invited them to: "sit down, please". Then I did the action first pretending I was different characters: a very delicate lady, a baby, an old person, and so on. For all of them I said: "Hello. How are you?" then students started to tell me "**Hello**". Very softly and quietly, but speaking without being requested to do it. Then I told them phrases from the previous lesson and acted the way I was supposed to respond: tired, thirsty, hungry, and sleepy. Then I handed each student a sheet of paper with a different expression for the previous

words. I whispered to each one of them the word they were supposed to react to according to the picture each one had or say when I asked them. I had them standing in a circle I stood in front of each one of them, allowing the others to see us, and I proceeded to ask: Are you tired? (thirsty, hungry, etc.) and they said in a poor pronunciation only yes or nodding the head the word that corresponded: e.g. "tired". Then I invited them to "sit down, please". I took the sheets of paper back, telling them "thank you", to each one of them. Then I gave them a different flash-card with the same facial expressions, but different from those each student had taken the previous time. As I gave the flash cards to each one of them I said: "Here you are". And we repeated the actions, faster and I moved almost jumping from one student to an unexpected one, to surprise them, make them smile and keep their attention. I speeded up the action and then I finished... "tired". So I used the same expressions as those in the dialogue: I am tired. I am thirsty. It was time to finish the class, so I stood at the door again and told them "good bye" while shaking their hands.

- Outcomes:

Students were relaxed! And they were smiling and even laughing. Still covering their mouths. I could tell they were not afraid of me anymore. They understood what I was telling them and they started to reply, more whispering than speaking.

3RD LESSON:

- Problem to solve: Fear of speaking, lack of confidence.
- Aim¹: To relieve the stress and encourage Students to show their mouths.
- Who: Students guided by the teacher.
- How¹: **NATURAL APPROACH: ROLE PLAY.**
- Where: In the terrace where they felt confident, in an area away from the other students and people. It was a nice afternoon outside.
- When: Saturday, at 3.15pm
- What resources:

Tape player, music and BBC audio lesson 2 and song.

- How¹: I waited for them at the entrance of the building and said “Hello. How are you?” Then I told them showing them by miming: “Follow me” I insisted, they did it hesitantly in the beginning, and I kept repeating it from time to time till we arrived to the terrace again. I repeated the routine, stood at the door, invited to come and asked them to sit down. Then I asked them to stand in the circle but this time I had the CD-player ready to start a fast music. I started shaking their hands and telling them “Hello. How are you?” as I walked around them and following the circle. Then I encouraged them to continue with me, at the rhythm of the music and say: “Hello. How are you?” It was fun and funny, too. Students did not have the chance to worry about their mouths or teeth and show them, they were concentrated in doing the activity at the speed of the music! Only Rosy, the oldest woman in the group was still shy, but she had fun, too.
- Outcomes:
While students were not aware of their pronunciation they did not remember their shame to show their mouths. They smiled, laughed, and had fun while learning English.
- Aim²: To make them talk.
- How²: When all were tired of the “dancing-greeting” practice. I asked them, one at a time: “Are you tired?” Each one of them said “yes” or “tired” nodding the head. Then I told them: “sit down please”. Then I asked approaching each one of them: “Are you thirsty?” and the first hesitated, but I encouraged him by nodding my head to say “yes”! so I gave him a bottle of soda. At that time I told him: “here you are”, and then I told him very quietly “Thank you” showing him to say it to me. Then the others followed the example. All of them were happy, so I asked them after drinking the soda: “Are you happy?” and they smiled and said “yes”. When it was time to finish the class, I stood at the door, but now we were closer than the other times, this time we danced, and communicated. This time I slightly hugged the women and shake the men’s hands holding their arms, too. They were glad.
- Outcomes:

The activities developed today (listening, speaking, dancing, shaking hands and combining different tasks), allowed students to enjoy English classes, and start speaking. Their confidence was improving and the process to learn English making progress.

4TH LESSON:

- Problem to solve: Lack of vocabulary.
- Aim¹: Teach vocabulary: family members and relationships.
- Who: Students guided by the teacher.
- How¹: **NATURAL APPROACH: LISTEN AND ROLE PLAY.**
- Where: In the patio downstairs at the hours everyone is in their classrooms and few people are around.
- When: Saturday, at 3.15pm
- What resources: My family: Father, mother, daughter, brother, sister and niece.
- How²: Students and I were in a classroom. I drew on the board a picture of my family tree. I drew myself with the pony tail I had that day and then showed them pictures of my family, since my siblings and I were children. I showed photos of different situations and locations. Different times, and then showed to them the last pictures I had in my cellphone. I repeated once and again: "This is my mother, this is my father, and this is me" and so on. Then I told the students "follow me" to the patio downstairs. They did it. Sitting at a table were my parents and family. I introduced each one of my students to each one of my relatives: "This is Ortensia"- "Ortensia, this is my mother" and so on. We practiced with my family "How are you?" and "I am very well, thank you", as well as other similar expressions. Then my family left and I pretended I was very sad they left.

Then I asked the students to follow me to the classroom again. We reviewed the picture I had drawn on the board of my family and explained to the students, I love my family. Then we listened to the BBC song: Hello, Mary... where there are basic salutation expressions, we had already

practiced with my family, but there is also one more difficult expression: “It’s so sad to leave you”. Which was the reason for me to pretend I was sad when my family left, so I could make a very realistic impression of the fragment of the song and student could learn it well. We sang the song and we exaggerated and laughed. They had to continue doing the listening activities everyday at home.

- Outcomes:

Students were not afraid of me anymore, when they were in front of my very friendly family they felt a little nervous, and said “Hello” to them in their whispering way. When we were back in the classroom the developed activities were real and completely connected to the previous activity with my family. Vocabulary was concrete and connected to a natural context.

5TH LESSON:

- Problem to solve: Lack of vocabulary.
- Aim¹: Teach vocabulary: occupations and professions.
- Who: Students guided by the teacher.
- How¹: **NATURAL APPROACH: INTERACTIVE Pictionary. TPR.**
- Where: In the audio-visuals room.
- When: Saturday, at 3.15 p.m.
- What resources:
Richmond’s Interactive Pictionary. Computer aided projector. Computer. Speakers.
- How¹: Play interactive activities from the Pictionary. Allow students to listen to the pronunciations provided by the CD-Rom and then play with it by listening to the uttered words and click on the drawn icons corresponding to those words. Drag the boxes with the correct words to the corresponding icons and finally listen and look at the highlighting pictures to say the word that corresponds. TPR: Make students click and move the mouse, play the role of the teacher while allowing the others to guess review family

members in the same activity. In the same Richmond's pictionary, the next activity corresponds to occupations and professions. TPR is developed in a miming way while describing activities. E.g. "a secretary" by typing on a keyboard, "a musician" by playing the guitar. Then rehearse the new vocabulary with the pictionary interactive activities.

- Outcomes:

Students were intensely interested in developing the activities.

Besides, it was fun "like going to the movies" as they said it. While looking at the activities on the projection, some students were trying to copy the pictures from the projection, which give an idea for the next class.

6TH LESSON:

- Problem to solve: Lack of vocabulary. Lack of self-confidence.
- Aim¹: Teach vocabulary: parts of the human body. Make them have fun.
- Who: Students working along with the teacher.
- How¹: **NATURAL APPROACH: SONG. TPR. SILENT METHOD.**
- Where: In the classroom.
- When: Saturday, at 3.15 p.m.

- What resources:

Song: Parts of the body. Body puzzles. Dolls students had brought in previous classes. Sheets of paper and color pencils.

- How¹: Students look at the teacher singing "Head and Shoulders, knees and toes" and touching the mentioned parts of the body. Then do the activity faster. I encouraged them by exaggerating attitudes myself. They did it. After each one of them, by volunteering, had to act as the teacher and encourage the others, including the teacher. After they had to find the way to assemble a puzzle doll by placing the correct parts before the others to allow the doll to be flexible. Then students had to show in their dolls the parts of the body to the rest of the class, while the others remained silent. I had noticed in previous classes they enjoyed to see me drawing on the

board, so they had asked me to teach them, (I have taught drawing and design classes in other courses). Thus, I handed out the materials to draw. I drew myself on the board and asked them to draw themselves. I helped each one of them to improve his/her drawing technique. Then I asked them to show me the parts of the body in English in their own drawings. I gave them stickers to label the parts of the body and copy the written words from the board.

- Outcomes:
Students had fun. Besides they improved their abilities to draw and therefore, their self-esteem.

7TH LESSON:

- Problem to solve: Lack of vocabulary and expressions.
- Aim¹: Teach vocabulary: Food.
- Who: Teacher guided by students and vice versa.
- How¹: **NATURAL APPROACH: REALIA. TPR. SURVIVALS.**
- Where: In the market and back to the classroom.
- When: Saturday, at 1.15pm
(I was able to change the hour due to exams schedules)
- What resources:
Real life actions in the market place.
- How¹: **NATURAL APPROACH: REALIA. TPR. SURVIVALS.**
Instruct the students about the visit to the market. They will lead the teacher to see the different sections: fruit, vegetables, meat, and medicinal herbs. The teacher will tell the name of the different products. Back in the classroom check a power point presentation of the typical food in Cañar and Azuay. From a box already prepared take out as in a magic act different products and name them in English. Pass them on to the students and ask "What is this?" and they have to remember the names. Show "Magic Doll" who is hungry and actually asks for different things set on her electronic table. Students have to provide her with the "food" she

requires and she utters sounds of hunger or satisfaction according to the accuracy of the food requested and given by the students

- Outcomes:

Students were excited of telling me many different things about medicinal plants and “La cura del espanto” which was also possible to see with one old woman in the medicinal herbal section of the market. They felt empowered and confident about telling me things I did not know. They were happy to see the products, be able to say their names and play with the very attractive doll.

8TH LESSON:

- Problem to solve: Incompatibility in manners (How to eat).
- Aim¹: Teach vocabulary: Food and appropriate manners.
- Who: Students and Teacher.
- How¹: **NATURAL APPROACH: REALIA. TPR. SURVIVALS.**
- Where: In a nice classroom, independent to the other classes.
- When: Saturday, at 11.15 a.m.

(I was able to change the hour due to exams schedules)

- What resources:

Real life actions in the market place.

- How¹: **NATURAL APPROACH: REALIA. VAK+TG (TACTILE AND GUSTATORY). TPR. SURVIVALS.**

It was the second Saturday of exams at UNITA. Students left their classes early. The teacher had prepared a surprise for them: a “Thanks Giving” meal. Explain to them through graphics and a video about pilgrims and their adaptation to America. Explain why the food: Describe the food. How to set the table: vocabulary. How to eat at the table pretending to be European people with cutlery. Verbs to describe actions. “Magic Doll” was invited to the lunch, too.

- Outcomes:

Students were hungry, tired, worried but relieved to finish exams. The food was a celebration for them. They were very interested to watch the history of Europeans coming to North America. I told them using “Spanglish” some experiences I had had with German, French, Italian, Japanese and Chinese in relation to food and eating. They understood they had to follow certain manners to eat in the city. Vocabulary related to set the table such as tablecloth, fork, knife, spoon, napkin, dish, glass; food such as turkey, vegetables, beans, potatoes, soda and water; besides verbs related to actions –sit at the table, sit on the chair, cut, eat, drink and pass- expressions like “here you are”, “pass the glass of soda, please” and “thank you” were included in the list for this lesson.

9TH LESSON:

- Problem to solve: Lack of verbs to describe actions.
- Aim¹: Teach vocabulary: Increase actions vocabulary.
- Who: Students and Teacher.
- How¹: **NATURAL APPROACH: VAK. TPR.**
- Where: In the audio-visuals laboratory.
- When: Saturday, at 03.15pm
- What resources:
Mr. Bean Video: Dentist Appointment.
Audio-recording: Sounds of daily activities.
- How²:
Show students the video. Stop for every action Mr. Bean does, since waking up to arriving to the Dentist’s office; prompt students to say the action in English, if they didn’t know I would draw a symbol on the board referring to that action. And continue watching and describing as fast as the video moved. 2nd. Listen to sounds: recognize the action and say it. The teacher mimed actions and they had to guess and say them.
- Outcomes:
Students laughed a lot with the video: Motivated.

Students learnt to use common verbs.

Students recognized sounds and *produced pronunciation: they were able to say the noun and the verb, sometimes they were able to say short sentences.*

OBSERVATION: During the last two Saturdays I noticed Rosy Manuela was not advancing. Her progress was not good. She explained she had too many things to worry about and she had no time to listen to the audio activities at home. Therefore, she was only receiving the tutorial on Saturdays and not practicing by herself any other day of the week. I had to ask her to come to have extra tutorials with me during weekdays. Sometimes she did it some others she did not.

10TH LESSON:

- Problem to solve: Students do not know how to connect letters to form written words in English for the next level.
- Aim¹: Teach Alphabet.
- Who: Students and Teacher.
- How¹: **NATURAL APPROACH: VAK. TPR.**
- Where: In the audio-visuals laboratory.
- When: Saturday, at 03.15pm
- What resources:
“ABCs” song and video. Three magnetic sets of letters.
Big labels to name actions students already know.
- How¹:
Show students the video. Sing along. Play recognizing letters uttered by the teacher and select them quickly from all the letters on the large table. Now, continue listening to words spelled in an audio-CD. Choose the letters to form the words. Recognize what is the pronunciation of the word and its already known meaning. Students spelled their own first name. Then, the

middle name, and finally, the last name. Then they have to spell words the other students have to write down to form the words. The one who gets it first gets a chocolate.

- Outcomes: Students were confused during the beginning of the class. It was very difficult for them to realize sounds are different from word to word. Later on, they focused on the alphabet to spell, this activity was acceptable. More practice is recommended for the next class

11TH LESSON:

- Problem to solve: Students do not know how to connect sounds and writing in English for the next level.
- Aim¹: Spelling and labeling nouns and verbs.
- Who: Students and Teacher.
- How¹: **NATURAL APPROACH: VAK. TPR.**
- Where: In the audio-visuals laboratory.
- When: Saturday, at 03.15pm
- What resources: Three magnetic sets of letters.
Big labels to name actions students already know. Pictures. Farm poster.
- How¹: Practice the Old Mac Donald song. Sing along with the video. Watch the ABCs song and sing along with it, too. Each student spells his/her own full name. The others write them down. I spell new words and students have to find the correct label and then guess the picture it represents, recycling vocabulary and adding new related to animals of the farm.
- Outcomes: Students had made some progress Not much. There is a big difference between Dionicia, Luisa and Ortensia, who are making good progress in comparison to Jose, Manuela and Oliva.

12TH LESSON:

- Problem to solve: Students are not able to read and write in English.

- Aim¹: Teach every single word as a graphic unit and not as connections of letters to form words and vary sounds.
- Who: Students and Teacher.
- How¹: **NATURAL APPROACH: VAK.**
- Where: In the audio-visuals laboratory.
- When: Saturday, at 03.15 p.m.
- What resources:
Video: Charlie Chaplin (1st part out of 8)
Labels with words. Copies of sections of the movie: with written sentences below.
- How¹:
Watch the movie. Listen to the teacher say the complete sentences they have in relation to the video and place the correct labels in the corresponding gaps. Practice spelling names and vocabulary.
Look at the colors of the labels, classify them according to nouns, adjectives or actions. Look where the nouns are and where the adjectives are (Inductive method to infer the rule).
- Outcomes:
Students have made some improvement in spelling, not much.
Understanding what are nouns and adjectives needed some extra help with spider-maps. Actions and nouns were not difficult to understand. Reading and writing have had a good start but they need permanent reinforcement.

13TH LESSON:

- Problem to solve: Student do not know how to connect sounds and writing in English for the next level.
- Aim¹: Teach pronunciation and spelling short simple words.
- Who: Students and Teacher.
- How¹: **NATURAL APPROACH: VAK. TPR.**
- Where: In the classroom.
- When: Saturday, at 03.15pm

- What resources:
Toys of animals on the farm. Magnetic letters. Labels.
Fruit juices served in small glasses.
- How¹:
Show the animals to the students ask them to tell you their names. Then repeat every single animal and ask them to spell the corresponding word of the name of the animal. Spell them with the magnetic letters. 2nd. Try each glass of fruit juice and label them with the word of the flavor. Make the other students guess what flavor one had by spelling the fruit word. Label the glasses with the fruit names. Find a new set of labels in the “magic box” with yellow color only and read them to connect these adjectives to the animal toys or the fruit juices. Write the corresponding phrases.
- Outcomes:
Students were interested and a little afraid of trying the drinks. Dionicia, Luisa and Ortensia advance faster than the others. I had to call Manuela, Oliva and José for extra tutorials in weekdays. Manuela was not coming.

14TH LESSON:

- Problem to solve: Students do not know how to connect sounds and writing in English for the next level. Do not have enough vocabulary yet to go to False Beginners.
- Aim¹: Vocabulary related to the house. Actions related to house life.
- Who: Students and Teacher.
- How¹: **NATURAL APPROACH: VAK. TPR.**
- Where: In the classroom.
- When: Saturday, at 03.15 p.m.
- What resources:
Babie doll's small house with furniture and extras.
Audio recording. Worksheets to fill in.
- How¹: Listen to audio describing parts of the house and their uses.

According to what was described in the listening practice complete the worksheets with the words in the lower part of the page. 2nd. Listen to the teacher and place the objects of the house where the teacher tells them to do it. Say what object is in which room. Describe the house and the objects with adjectives. Listen to the audio one more time and say the actions in English.

- Outcomes:

Students did not present problems solving the exercises. Only Manuela had problems filling in the worksheet. Reading and writing practices are needed. I sent them a story to read along with an audio CD.

15TH LESSON:

- Problem to solve: Students do not know how to connect sounds and writing in English for the next level.
- Aim¹: Teach pronunciation and spelling words and phrases.
- Who: Students and Teacher.
- How¹: **NATURAL APPROACH: VAK. TPR.**
- Where: In the classroom.
- When: Saturday, at 03.15pm
- What resources: Audio CD BBC method. Lesson 1, 2, 3 and 4.
- How¹: Ask students to listen again to the audio CD they used for the homework and ask them to read it now individually. Then ask students to practice intonation of phrases and sentences with exaggeration. Write the long phrases on the board and erase the short and easy words in the beginning while students continue to repeat the complete the complete phrases. Continue erasing until there are no words left and students can remember the complete phrase without the visual aid, and using the correct intonation. 2nd. Make a dictation of phrases and ask students to check their writing with the original story to see their problems in relating sound and spelling.

- Outcomes:

Students had some problems omitting short soft voiceless sounds of articles and prepositions. They also made mistakes in relation to differences between “c” and “s”. Dionicia had an outstanding performance.

16TH LESSON:

- Review: Final lesson. Review and decide if students are ready to pass to the False Beginners' level.
- Aim¹: Practice the four language skills and evaluate their progress
- Who: Students and Teacher.
- How¹: **NATURAL APPROACH: VAK. TPR.**
- Where: In the classroom.
- When: Saturday, at 03.15pm
- What resources:
Audio CDs from English BBC. Video Mr. Bean. Magnetic letters.
Worksheets. Dictation exercise.
- How¹:
 - 1st. Greet students as usual and be very objective about their progress.
 - 2nd. Give commands and see how accurate are their reactions.
 - 3rd. Show Mr. Bean's video and ask students to describe the actions.
 - 4th. Ask students to spell their names and write down what the other students are spelling.
 - 5th. Ask students to fill in the gaps, of a reading, with the corresponding words of parts of the body, animals of the farm and adjectives related to nouns.
 - 6th. Act different activities and ask students to tell you what you are doing in short sentences.
 - 7th. Ask Students to present their opinions in relation to their progress and the classes with the method included (*In Spanish*).
- Outcomes:

Dionicia and Ortensia had outstanding results. Luisa, María and Oliva had an acceptable level, they are able to pass but they are not good at writing and dictation activities. José and Manuela had problems to understand and even more to express themselves even with expressions, which were exhaustively practiced. They needed more time and practice on a regular basis. They did not practice the listening activities. Manuela still presents high levels of anxiety (Affective Filter) when she is with her classmates. It does not happen when she is only with me.

4.6.4 RESULTS

The outcomes presented at the end of every lesson, from the first to the fourteenth, show students made great progress in the two areas proved to present the higher barrier to pass the first stage of ESL learning, and thus, to be ready to enter the False Beginner English Level:

- Reduction of the Affective Filter
- Improvement in English Language Acquisition (students have passed from null to a Beginner English level, they have acquired and learned basic skills).

Therefore, the Natural Approach Method, worked in combination with lots of VAK-TG, TPR and NLP stimulation, usually processed in the right hemisphere of the brain, proved excellent results.

However, the outcomes in the last two lessons, fifteenth and sixteenth, show while trying to introduce basic grammar, either through the Direct or the Indirect methods, students were not ready for processing that information yet. The lack of time to practice and develop more reading and writing skills, was still not enough to teach them grammar. Besides, grammar is basically worked in the coding areas related to the left-brain hemisphere, which required more training and time to develop.

4.6.5 ANALYSIS

Based on the main problem that Kichwa-native-speaker students at UNITA presented serious difficulties at learning ESL:

1. Through observations, interviews and the general cycle of Action-Research techniques, decisions were taken to diagnose the fundamental problems for them to acquire the target language.
2. While the subject students were observed with the other students at the university, the cultural differences were obvious characteristics to notice, the subjects of this study presented symptoms of not appropriate adaptation processes to the university socio-cultural and learning environment. The most feasible way to study these students' needs, obstacles and possibilities to learn was to create an independent group, formed solely by Cañari-Kichwa-speaking students, in order to allow a more accurate particular analysis.
3. As suspected in previous stages, their Affective-filters were high which was determined by their attitudes and lack of productivity in the learning process. Therefore, the causes, which produced this psychological condition needed to be determined in order to find possible strategies to lower the anxiety levels. Through the initial diagnostic tests, conversations and observations, the core problems of their stress were determined:
4. The cultural differences between native Cañaris from isolated areas, and the students who were native-Spanish-language-speakers, originary from cities produced an abyss in acceptance feelings and adaptation conditions.
5. Time and distance restrictions produced a determining factor to prevent a better development of English acquisition through regular exercises and exposure to the target language: Cañaries were only able to attend to classes on Saturdays, after many hours of traveling by bus.
6. When the research group was formed, there were still differences between individuals, about their learning styles, ages, abilities and

motivations. For that reason, class designs had to cover multiple intelligences and VAK stimuli in order to meet their individual needs.

7. The Method was selected according to the premise that these students do not present a formal education, especially related to language learning, thus, the most convenient method would be The Natural Approach.

Besides, this method suits the necessities in relation to lowering the Affective Filter, to allow students more possible conditions to acquire and learn English.

8. The next step was to define the best strategies to lower the Affective Filter and then to pass to teach English in an appropriate environment.

9. The most effective strategies to diminish the obstacle of anxiety produced by the Affective Filter were the teacher's warm and welcoming attitude and the careful use of appropriate expressions to allow them to understand simultaneously with the exaggeration of non-verbal communication, through miming actions to reinforce meanings (The auditive practice on a regular basis helped plus the use of tools for motivations: interactive games, interactive TPR, motivating short videos, funny scenes, extra help with different skills such as drawing). Social strategies for general productive communications were supported through open conversations, without time limits, privately developed in safe and comfortable places for the students. The use of Suggestopedia, and the VAK-TG, activities definitely produced results beyond what it was expected for most students in the group. The possibility to adapt methods and strategies to group or individual needs must always be considered. No method is suitable for everybody, not every human being learns in a single fashion. Two principal factors ought to be set under review and find solutions for them in order to produce a successful learning process: Reduction of the Affective Filter and Energetic motivation to awake tired students to be ready for learning while having fun.

10. During the last part of the course, for sessions 15 and 16, the intention was to try to start connecting the basic level subject students have acquired to the needs they would have to face to pass to the "False Beginners

Level”, but one problem arose: When trying to teach them basic grammar structures, the lack of practice of reading and writing produced a gap for students to be able to fluently pass to the new difficulty: grammar.

Therefore, this could not be the end of their instruction to pass this level; they needed more practice and experience learning on how to read and write in English. In spite of the fact that the Silent Method could have been a possibility to teach them grammar without the need of spelling connected to pronunciation, the next levels require proficiency at reading and writing corresponding to the premise that students come from schools where they learnt how to read and write at least up to an intermediate level in Spanish, and some levels higher than True Beginners.

11. Unfortunately, a political decision for universities and education in Ecuador took place and the program was interrupted. Later on I obtained a position as a teacher at Universidad Politécnica Salesiana (UPS), where I had the possibility to work with some students who presented very similar characteristics to those who were my students from Cañar at UNITA. They had the same Affective Filter problems, besides their “half-tongue” to speak, and they attended to classes on Saturdays only, exactly as those of my study. Then I had the possibility to transfer what I had already implemented, tested, proved and corrected in a new group of students. They successfully passed to the False Beginners level and even struggling with written vocabulary and grammar they were able to continue their education. A few weeks ago I met Dionicia, Luisa y Ortensia at Universidad de Cuenca continuing with their studies in Pedagogics.

4.7 DATA TRIANGULATION MATRIX: When this project was presented for approval, important verification questions were stated to validate the outcomes. Here are the obtained results:

A. HOW TO TEACH ENGLISH TO PEOPLE FROM CAÑAR AT UNITA?
Teachers: By a generalized criteria: “Patience” (as detailed in Teacher’s interviews, section 4.1) Students Interviews: By teaching practical things for real life.
Observations: Trying to understand their worldview and manners. Lowering anxiety levels. Allowing them individual space to develop their skills.
Diagnostic Test: As subjects were not able to understand anything in English, and presented problems to identify common icons internationally used for signals, ESL must start from the very beginning of a learning process: Using real elements and real situations (realia and survivals may help).
B. WHAT ARE THE <u>BEST STRATEGIES</u> TO TEACH ENGLISH TO THESE STUDENTS?
Teachers: private tutorials. Students: Real and practical things to understand.
Observation during class activities: games, interaction with their friends and teachers, multimedia pictionary, activities to stimulate VAK .
Observation during class activities: Field trips, real situations, multimedia pictionary, activities to stimulate VAK, TPR, permanent practice.
C. How to determine their Strengths and Weaknesses to learn EFL?
Teachers: By analyzing their behavior during activities. Students: During the speaking section of the test, the interview and further conversations, Students Demonstrated individual strengths and weaknesses. Their generalized strength was the will to do it- as they said it-. For weaknesses they admitted their lack of studying skills, habits, and time to develop them at home.
Diagnostic test: Lack of reading and writing skills. Difficulties with the basic alphabet. Problems identifying the meaning of drawings with reality. Personal speaking diagnostic test, interviews and conversations: Lack of comprehension in oral and spoken communication in Spanish. On a reading activity Students asked for help in vocabulary even in Spanish.

D. How to find out more information about these Students' Background and learning processes?
<p>Interviewing the students I found a lot of information about their general difficulties and conditions in life. Besides Cañari students who helped in the process: J. Pichisaca, who is completely fluent in Spanish and Kichwa, helped understand the past, present and future appreciation Cañaries have. Archeologists: Juan Martínez, Napoleón Almeida also helped with brief conversations and literacy to review. They provided their own insights of Cañari experiences and their perception of the world: Superstitious, women do most of the work while men gather their friends, and all drink alcohol.</p>
<p>Literacy has been helpful to understand their background, worldview, perception of their world, but there is very little in relation to their education related to ESL.</p>
<p>Through the diagnostic test: They present low levels of Spanish proficiency. Reading their documents for other subjects in Spanish: Their strategies to communicate present a low level to be at the university: Syntax, orthography, spelling, are really poor to produce a comprehensible understanding of their ideas. During classes and conversations two students translated from Spanish to Kichwa to allow the other students to understand what it was about.</p>
E. Is code-switching a prohibitor to learn English?
<p>Experts in multilingualism state Code-Switching is an extraordinary ability, but they are not experts in teaching ESL to Kichwa or half-tongue native speakers.</p>
<p>Literacy and analysis only refers to other modern languages, but not to native speakers of ancient languages and their combination to modern languages. What has been studied is the condition of forgetting Kichwa, while learning Spanish, resulting in the produce of a new communication way: "half-tongue".</p>
<p>Diagnostic & Observations: As presented in this investigation Code-Switching is rather an obstacle to make progress in their reading and writing processes of learning ESL.</p>
F. What are their interests, mottoes and daily routines?
<p>Students express they need their university titles to be able to work and improve their life-conditions. Mottoes vary according to every individual: Rosy Manuela: To find a</p>

<p>way to survive after her husband passed away and children went to Riobamba to study at the university there. Oliva: To find a job guiding tourists in Ingapirca and its surroundings. Ortensia: It is what makes her a better person and housewife prepared to help her children in their education, and her husband in money income for the family. María Dionicia: To work and be able to travel to live with her family in the US. Luisa: To obtain the title to work as a school teacher. José: He wants to be an English teacher for Kichwa children who have their parents living abroad. Their daily routines are complicated: They wake up at dawn to milk cows, either their own, or working for others. Work the soil and sow seeds. Then go to work in some school in rural areas, such as Quilloac.</p>
<p>G. How can their teachers help them improve the ESL learning process?</p>
<p>Students think this idea of having private classes only for their group is a great idea to help them without the pressure of the progress the other students are prepared to develop. Dionicia comments: Practical vocabulary to travel to U.S.A., Oliva: By teaching vocabulary to explain their culture to tourists. José: Giving me the instructions to study by myself. I don't have time to come to classes every Saturday.</p>
<p>Diagnostic and Observations: Through the studying course the best way to teach these students is to have them coming every day on a regular basis, which I had the chance to experience only during a week that four of the students had to stay in Cuenca for reasons different to their studies, but we took advantage of the situation and I taught them during 3 hours per day. Unfortunately, distance and other responsibilities do not allow this possibility. The only feasible way left is by self-studying material with the tutorials on Saturdays and extra help via the telephone.</p>
<p>Through tutorials on Saturdays and the tested method and strategies, the best way was by using the Natural Approach Method, through comprehensible auditive practices. Strategies such as those used in suggestopedia, when their levels of anxiety are high are very helpful, while to motivate them and lower the Affective Filter TPR and VAK-TG strategies, including video, music, realia and field trips proved to work</p>
<p>H. Is there a link between teachers and students trust and proficiency in communicating in English?</p>
<p>Conversations with students after some Saturday classes proved there evidently is a</p>

great link developed between the students and the teacher when there is a good communication (not necessarily verbal). They enjoyed English classes; they came to visit when they had the time to do it, or when they did not have another class, instead of going to do any other more interesting activity. They also came to ask for help they did not dare asking the other teachers for. After finishing the course, some of them invited me to their homes in Cañar and prepared great food, I know they made a tremendous effort to do it because of their economical possibilities. Sometimes they still call me on the phone, even if they are going to just say “How are you?”

During class time, they showed smiles and laughter, they started to look to me and not to the floor anymore. They told me stories about themselves in their “half-tongue”, and told me things they were happy or worried about. There is definitely an incredible power in the good-respectful-friendly relation between teachers and students, it opens possibilities of communication, interaction and decreases significantly the Affection Filter. At that point, their ability to learn increased meaningfully. Though, it is not a permanent condition it needs to be reinforced on a regular basis.

CONCLUSIONS: Human behavior is not quantifiable, therefore, the affective filter can only be perceived through observation of physical and social symptoms. Neuroscience has allowed amazing progress in human brain understanding as well as the neurolinguistics process which explains how language is acquired, learnt and produced. It also explains how the brain amygdala releases adrenaline when feeling under threatening situations, such as studying stress or socio-cultural negative conditions, which prevents areas related to learning skills from being active. The Affective Filter theory plays an undeniable role in students’ behaviour and hinders them from making progress in their learning processes, if not lowered by corrective or preventive actions.

In this specific study of TESOL to native Cañari students, whose actual language is “half-tongue”, their cultural, social and education differences from those of the students expected to enter to Ecuadorian universities, and the

designed system of education do not allow a real opportunity for Cañari Kichwa students. Therefore, the stress levels and the real restrictions of their opportunities to learn ESL from a False Beginner's level, obstructs significantly their possibilities to succeed.

This action-research work, has proved the Affective Filter can be lowered by appropriate strategies such as facilities provided by the Mediator, to ease these students into the ESL process. The Natural Approach Method, combined with TPR, NLP and VAK diagnose and production of strategies to teach ESL drew positive results. The Eclectic Method, has to take place in these kinds of events when students and teacher face unexpected challenges to solve on the way.

Students who are to be accepted at universities need more exposure to subjects and practice to the basic strategies necessary to achieve acceptable levels for university life. They need to be proficient in Spanish, including the four skills. Additionally, as English is the international language for academic and scientific communications, students need a higher level of education from their early years. The problem should not start at the entrance to the university, it must be solved while the window of opportunity is open and the time to study and the possibilities allow a better acquisition of languages.

The students, in this action-research work, passed the True Beginner's level and entered the False Beginner's level. However, time was a very strong limitation in the process with tutorials only one day per week and for the overall time of the course with only sixteen real Saturdays to work for a total of only 16 days of discontinuous effective classes. I assume if classes would have been continuous, their results would have been higher.

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APPENDIX A

AUTORIZACIÓN PARA REALIZAR INVESTIGACIÓN EDUCATIVA

Nombre del Proyecto: “An Investigation of Strategies to Teach English as a Foreign Language to Adult Students from Cañar who speak Kichwa as Their Mother Tongue”

Investigadora: María Cecilia González Arteaga.

Introducción:

Este proyecto investigativo intenta conocer mejor a los estudiantes que provienen de las zonas más aisladas del Cañar, que tienen como lengua materna al Kichwa, y presentan mayores dificultades en su aprendizaje universitario, específicamente en la asignatura de Inglés como Lengua Extranjera, con la finalidad de ofrecerles estrategias metodológicas que faciliten su aprendizaje y les permitan salir adelante en esta asignatura.

Proceso propuesto para esta investigación:

Acordar con los estudiantes objeto de este proyecto, entrevistas, observaciones, conversaciones formales e informales, observación de clases y de su proceso de estudio para apoyar su camino hacia el aprendizaje del Inglés. Definir con ellos métodos, estrategias y demás características que les sean necesarias para alcanzar la meta requerida.

Propiedad:

Toda la información recolectada será para beneficio de los estudiantes de este grupo meta de la UNITA, sin embargo la propiedad intelectual será de la Universidad de Cuenca, pues esta investigación es el proyecto de tesis para la Maestría en Lengua Inglesa y Lingüística Aplicada de la Facultad de Filosofía y Letras.

Declaración del investigador:

He explicado completamente el propósito y las características de este estudio y he respondido todas las preguntas que los estudiante han tenido sobre el mismo.

Firma del investigador: María Cecilia González Arteaga Fecha: Junio 2008

Consentimiento del Vice-Rector de la UNITA sede Cuenca:

He leído toda la información de este documento. Todas mis preguntas han sido respondidas satisfactoriamente y por lo tanto acepto voluntariamente participar en este estudio.

Firma de la Mst. Priscila Herrera de Andrade Fecha: Junio 2008

APPENDIX B

AUTORIZACIÓN PARA REALIZAR INVESTIGACIÓN EDUCATIVA y UTILIZAR LOS NOMBRES Y SITUACIONES REALES DE LOS ESTUDIANTES OBJETO DE ESTE ESTUDIO.

Nombre del Proyecto: “An Investigation of Strategies to Teach English as a Foreign Language to Adult Students from Cañar who speak Kichwa as Their Mother Tongue”

Investigadora: María Cecilia González Arteaga.

Introducción:

Este proyecto investigativo intenta conocer mejor a los estudiantes que provienen de las zonas más aisladas del Cañar, que tienen como lengua materna al Kichwa, y presentan mayores dificultades en su aprendizaje universitario, específicamente en la asignatura de Inglés como Lengua Extranjera, con la finalidad de ofrecerles estrategias metodológicas que faciliten su aprendizaje y les permitan salir adelante en esta asignatura.

Proceso propuesto para esta investigación:

Acordar con los estudiantes objeto de este proyecto, entrevistas, observaciones, conversaciones formales e informales, observación de clases y de su proceso de estudio para apoyar su camino hacia el aprendizaje del Inglés. Definir con ellos métodos, estrategias y demás características que les sean necesarias para alcanzar la meta requerida.

Privacidad y Datos Públicos:

Toda la información recolectada será confidencial en cuanto a datos y situaciones privadas y de trato delicado. Los datos recolectados para este propósito específico de Enseñanza-Aprendizaje de Inglés como Lengua Extranjera serán utilizados a discreción del investigador pudiendo usar los nombres reales y casos específicos de cada uno de los estudiantes. Su participación es voluntaria.

Declaración del investigador:

He explicado completamente el propósito y las características de este estudio y he respondido todas las preguntas que los estudiante han tenido sobre el mismo, lo he hecho de forma verbal y escrita con cada uno el colectivo y cada uno de los integrantes del mismo para su total claridad.

Firma del investigador: María Cecilia González Fecha: Julio 2008- Octubre 2010.

Consentimiento del estudiante:

He leído toda la información de este documento. Todas mis preguntas han sido respondidas satisfactoriamente y por lo tanto acepto voluntariamente participar en este estudio.

Firma del estudiante Student's signature Fecha: Julio 2008- Octubre 2010.

APPENDIX C

AUTORIZACIÓN PARA REALIZAR INVESTIGACIÓN EDUCATIVA y UTILIZAR LOS NOMBRES Y SITUACIONES REALES DE LOS DOCENTES QUE HAN APORTADO CON SU EXPERIENCIA Y CRITERIOS.

Nombre del Proyecto: “An Investigation of Strategies to Teach English as a Foreign Language to Adult Students from Cañar who speak Kichwa as Their Mother Tongue”

Investigadora: María Cecilia González Arteaga.

Introducción:

Este proyecto investigativo intenta conocer mejor a los estudiantes que provienen de las zonas más aisladas del Cañar, que tienen como lengua materna al Kichwa, y presentan mayores dificultades en su aprendizaje universitario, específicamente en la asignatura de Inglés como Lengua Extranjera, con la finalidad de ofrecerles estrategias metodológicas que faciliten su aprendizaje y les permitan salir adelante en esta asignatura.

Proceso propuesto para esta investigación:

Acordar con los estudiantes objeto de este proyecto, entrevistas, observaciones, conversaciones formales e informales, observación de clases y de su proceso de estudio para apoyar su camino hacia el aprendizaje del Inglés. Definir con ellos métodos, estrategias y demás características que les sean necesarias para alcanzar la meta requerida.

Privacidad y Datos Públicos:

Toda la información recolectada será confidencial en cuanto a datos y situaciones privadas y de trato delicado. Los datos recolectados para este propósito específico de Enseñanza-Aprendizaje de Inglés como Lengua Extranjera serán utilizados a discreción del investigador pudiendo usar los nombres reales y casos específicos de cada uno de los docentes. Su participación es voluntaria.

Declaración del investigador:

He explicado completamente el propósito y las características de este estudio y he respondido todas las preguntas que los estudiante han tenido sobre el mismo, lo he hecho de forma verbal y escrita con cada uno el colectivo y cada uno de los integrantes del mismo para su total claridad.

Firma del investigador: María Cecilia González Fecha: Julio 2008- Octubre 2010.

Consentimiento del docente:

He leído toda la información de este documento. Todas mis preguntas han sido respondidas satisfactoriamente y por lo tanto acepto voluntariamente participar en este estudio.

APPENDIX D

MULTIPLE INTELLIGENCES TEST BASED ON HOWARD GARDNER'S MULTIPLE INTELLIGENCES MODEL

Score the statements: **1** = Mostly Disagree, **2** = Slightly Disagree, **3** = Slightly Agree, **4** = Mostly Agree

Adults over 16 complete all questions. Young people between 8-16 answer red questions only.

Statement	Score
I like to learn more about myself	
I can play a musical instrument	
I find it easiest to solve problems when I am doing something physical	
I often have a song or piece of music in my head	
I find budgeting and managing my money easy	
I find it easy to make up stories	
I have always been very co-ordinated	
When talking to someone, I tend to listen to the words they use not just what they mean	
I enjoy cross words, word searches or other word puzzles	
I don't like ambiguity, I like things to be clear	
I enjoy logic puzzles such as 'sudoku'	
I like to meditate	
Music is very important to me	
I am a convincing liar	
I play a sport or dance	
I am very interested in psychometrics (personality testing) and IQ tests	
People behaving irrationally annoy me	
I find that the music that appeals to me is often based on how I feel emotionally	
I am a very social person and like being with other people	
I like to be systematic and thorough	
I find graphs and charts easy to understand	
I can throw things well - darts, skipping pebbles, frisbees, etc	
I find it easy to remember quotes or phrases	
I can always recognise places that I have been before, even when I was very young	
I enjoy a wide variety of musical styles	
When I am concentrating I tend to doodle	
I could manipulate people if I choose to	
I can predict my feelings and behaviours in certain situations fairly accurately	
I find mental arithmetic easy	
I can identify most sounds without seeing what causes them	
At school one of my favourite subjects is / was English	
I like to think through a problem carefully, considering all the consequences	

I enjoy debates and discussions	
I love adrenaline sports and scary rides	
I enjoy individual sports best	
I care about how those around me feel	
My house is full of pictures and photographs	
I enjoy and am good at making things - I'm good with my hands	
I like having music on in the background	
I find it easy to remember telephone numbers	
I set myself goals and plans for the future	
I am a very tactile person	
I can tell easily whether someone likes me or dislikes me	
I can easily imagine how an object would look from another perspective	
I never use instructions for flat-pack furniture	
I find it easy to talk to new people	
To learn something new, I need to just get on and try it	
I often see clear images when I close my eyes	
I don't use my fingers when I count	
I often talk to myself – out loud or in my head	
At school I loved / love music lessons	
When I am abroad, I find it easy to pick up the basics of another language	
I find ball games easy and enjoyable	
My favourite subject at school is / was maths	
I always know how I am feeling	
I am realistic about my strengths and weaknesses	
I keep a diary	
I am very aware of other people's body language	
My favourite subject at school was / is art	
I find pleasure in reading	
I can read a map easily	
It upsets me to see someone cry and not be able to help	
I am good at solving disputes between others	
I have always dreamed of being a musician or singer	
I prefer team sports	
Singing makes me feel happy	
I never get lost when I am on my own in a new place	
If I am learning how to do something, I like to see drawings and diagrams of how it works	
I am happy spending time alone	
My friends always come to me for emotional support and advice	

Your strengths in each of the multiple intelligences are automatically calculated below, and also shown in graph form.
 The descriptions of the multiple intelligences are shown on the next worksheet within this file - click the intelligences descriptions tab below
 (NOTE: this will only occur in the Excel presentation)

Intelligence Type	Your Totals
Linguistic	
Logical-Mathematical	
Musical	
Bodily-Kinesthetic	
Spatial-Visual	
Interpersonal	
Intrapersonal	

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APPENDIX E

	ESL STRATEGIES AND RESOURCES	
A Visuals ▪ Graphic Organizers ▪ Other Audio/ Visuals	A1 A2 A3 A4 A5 A6 A7 A9 A10 A11 A12 A13 A14 A15 A16 A17 A18 A19 A20	Flow Charts Maps Charts Graphs Pictures Semantic Webbing / Mapping T-Charts Venn Diagrams Timelines Computer/Software Realia Videos/Films / CD ROM Demonstrations Captioning Labeling Music / Songs Jazz Chants / Raps Cassettes-Music / Books Language Master
B. Interactive Strategies ▪ Cooperative Learning Activities	B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11	Peer Buddy Small Group Activities Pairs and Threes Jigsaw “Corners” Think / Pair / Share Cooperative Learning (Group Reports / Projects) Panel Discussions / Debate Choral Reading / Read Around Groups Wait Time Talk with Peer
C. Other Interactive Strategies	C1 C2 C3 C4 C5 C6 C7 C8	Field Trips K.W.L (Know / Wants to Know / Learned) Role Play Games Dialogue Journals Observation Chart Learning Logs Vocabulary Chart

<p>D.</p> <p>Modified Class Work (Based on Level of English Proficiency)</p> <p>Listening/Speaking</p> <p>Reading</p> <p>Writing</p>	<p>D1 Vary Complexity of Assignment</p> <p>D2 One-on-One Instruction with Teacher or Aide</p> <p>D3 Modify Nature of Assignment</p> <p>D4 Substitute Diagram for Paragraph</p> <p>D5 Use of Home Language for Instruction</p> <p>D6 Explain Key Concepts</p> <p>D7 Repeat / Paraphrase / Slow Down</p> <p>D8 Vocabulary with Context Clues</p> <p>D9 Reading with a Specific Purpose</p> <p>D10 Use Simple, Direct Language (Limit Idioms)</p> <p>D11 Use all Modalities / Learning Styles</p> <p>D12 Provide Meaningful Language Practice</p> <p>D13 Drills (Substitution, Expansion, Paraphrase, Repetit)</p> <p>D14 Matching with Visuals</p> <p>D15 Unscramble Sentences, Words, Visuals</p> <p>D16 Categorize Vocabulary</p> <p>D17 Context Clues</p> <p>D18 Outline Notes</p> <p>D19 Directed Reading / Thinking Activity (DRTA)</p> <p>D20 Semantic Feature Analysis</p> <p>D21 SQ3R (Survey, Question, Read, Recite, Review)</p> <p>D22 Summarizing</p> <p>D23 Note-taking</p>
<p>E.</p> <p>Multicultural Resources</p>	<p>E1 Guest Speakers</p> <p>E2 Use of Community Resources</p> <p>E3 Cultural Sharing</p> <p>E4 Varied Holiday Activities</p>
<p>F.</p> <p>Alternative Assessment Instruments</p>	<p>F1 Interview</p> <p>F2 Content Retelling</p> <p>F3 Content Dictation</p> <p>F4 Cloze Procedures</p> <p>F5 Graphic Representation</p> <p>F6 Student Self-rating and Evaluation</p> <p>F7 Teacher Rating Checklist</p> <p>F8 Writing Sample</p> <p>F9 Group Testing</p> <p>F10 Observation / Anecdotal</p> <p>F11 Portfolio</p>

Source: cms.springbranchisd.com/Portals/35/lessonplans/STRATEGIES-ESL.doc

APPENDIX F

CLASS CONTROL TABLES

DATE: September 11th, 2010 **DAY:** Saturday **CLASS HOURS:** 3h30-5h30

ACTIVITIES PLANED	Activities developed	STUDENTS' ATTITUDE	STUDENTS' DEVELOPMENT	STUDENTS' PROGRESS
Grammar Structures	Simple, basic	Tired alter the whole day of other subjects.		
Present Simple vs. Present Continuous	Sentences. Only affirmative sentences.	It is more different for them to learn grammar than music of vocabulary through Graphics. I do not consider a problem.	25%	25% (in average)



DATE: September 18th, 2010 **DAY:** Saturday **HOURS:** 9h00- 12h00

ACTIVITIES PLANED	Activities developed	STUDENTS' ATTITUDE	STUDENTS' DEVELOPMENT	STUDENTS' PREGRESS
Review of basic vocabulary: family and animals. Drawing and saying it.	<input type="checkbox"/>	Some of them remembered some others didn't.	90%	It was a review after a long time without practicing this vocabulary.
Parts of the body: song and game.	<input type="checkbox"/>	They were attractive but not enthusiastic. Very enthusiastic. They were able to do something they already knew.	98%	98%
Review of basic information questions: What's your name? How old are you? Where are you from? How are you?	<input type="checkbox"/> We had to emphasize in pronunciation and fluency. Playing with pronunciation.	Nervous in the beginning. Afraid of showing their teeth and move their lips. More interested and laughing, being able to move their mouths to talk and make sounds.	75%	95%



DATE: September 25th, 2010 **DAY:** Saturday **HOURS:** 9h00- 12h00

ACTIVITIES PLANED	Activities developed	STUDENTS' ATTITUDE	STUDENTS' DEVELOPMENT	STUDENTS' PREGRESS
Professions and activities people develops Watch a video and guess what is the profession each character represents.	<input type="checkbox"/>	Interested but confused an certain issues: They didn't understand the image of an actor and an actress as well as the image of an old stylized lawyer with typical white wig. Confusion at connecting He's a She's to the correct character to complete with a profession already given to them.	Pronunciation: 50% Fluency: 65% Memory: 65% Structure: 50%	60%
Practice of different questions: What does she do for a living? What is he/ she? Draw on a paper a profession and make the other classmates guess by asking a question first.	<input type="checkbox"/> Extra pronunciation and drawing practice required. It was not planed but it came out to be very motivating for the whole class.	Motivated, enjoying, ashamed.	75%	75%



DATE: October 2nd, 2010 **DAY:** Saturday **HOOR:** 9h30- 12h30

ACTIVITIES PLANED	Activities developed	STUDENTS' ATTITUDE	STUDENTS' DEVELOPMENT	STUDENTS' PREGRESS
Review of basic questions and answers	<input type="checkbox"/>	Attentive and interested	Pour at pronunciation. Good at trying.	After 20' practice improved 25%
Review of parts of the body (song)	<input type="checkbox"/>	Attentive and interested	Great they have improved compared to last class.	From the last class to this one 99%
Simple commands (game)	<input type="checkbox"/>	Attentive and enjoying	Not an obvious improvement.	5% at most
Conversation practice & pronunciation practice	<input type="checkbox"/>	More self-confident	Friendly and confident.	25% since the last time
Contrastive analysis of the use of last names for single and married women in Spanish & English speaking cultures	<input type="checkbox"/>	Interested, surprised (This point was mostly focused on cultural issues)	Interested	Little practice was made
Draw and guess professions.	<input type="checkbox"/>	Enjoying and relaxed	Good at trying. Better at drawing details!	80% Apparently this activity encouraged them to develop their drawing skills, and therefore, their other abilities by being more confident at them selves.



DATE: October 9th, 2010 **DAY:** Saturday **HOURS:** 10h45- 12h45

ACTIVITIES PLANED	Activities developed	STUDENTS' ATTITUDE	STUDENTS' DEVELOPMENT	STUDENTS' PGRESS
Time: Hours- what time is it? Say the time: o'clock. Half past, a quarter past.	Power point presentation and phrases to practice. Digital clock and mechanic clock to say times indifferent fashions.	Attentive, interested.	60%	Activity developed for the first time.
Time: in the morning, in the afternoon, at night.	Present Simple vs. Present Continuous.	Confused in the beginning more confident later.	60%	Review of vocabulary and addition to themes of day. 75%



DATE: November 12th, 2010 **DAY:** Saturday **HOURS:** 11h30- 13h00

ACTIVITIES PLANED	Activities developed	STUDENTS' ATTITUDE	STUDENTS' DEVELOPMENT	STUDENTS' PREGRESS
Describe an object	Describe an object of value.	Surprise, unknown, tranquility, smile, introversion, preoccupation.	75%	45%
María Dionicia Punin	A dress up doll.	Clothes/ hat.	90%	90%
María Tenesaca	The didactic doll.	Clothes/ hat.	75%	85%
José Baltazar	A radio with USB port.	To have all the material.	45%	50%
Ortensia Saeteros	The Computer.	Do homework. Video chat with Spain, with family in USA. Teach with more luxury (She is different).	90%	90%



DATE: November 19th, 2010 **DAY:** Saturday **HOUR:** 11h30- 13h00

ACTIVITIES PLANED	ACTIVITIES DEVELOPED	STUDENTS' ATTITUDE	STUDENTS' DEVELOPMENT	STUDENTS' PREGRESS
Suggestopedia Warm up: Enya's music	Suggestopedia "Shepherd Moons": 3'45" Played at the computer. Firs: Close your eyes just listen to the music in my office, bare light from the outside. Light off. Only computer's screen on, Only sound from the music. Keep eyes closed and breath.	Relaxed	Good (as expected) Very good: better than usual.	In relation to anxiety control 95% improvement. They were quiet relaxed up to the point of falling asleep.
1) Listen to 1 lesson BBC 2) Repeat again: 3) Listen to:	a) The same music at a lower volume. b) The teacher (me) reading the 1 st BBC dialogue: "Let's play a guessing game" c) Repeat a) for 3 times.	Relaxed but able to work sub-consciously with sound acquisition.	Not possible to measure precisely how much Ss.' brains have acquired sounds. During the second step, they were able to imitate sounds with certain inconveniences with sounds that are not clearly pronounces such as the schwa vowel	Auditive acquisition was successful for a first lesson and practice in this area. 85%.



DATE: December 3rd, 2010 **DAY:** Saturday **HOUR:** 11h30- 13h00 (Only 30' Because Ss. Were having lunch before).

ACTIVITIES PLANED	Activities developed	STUDENTS' ATTITUDE	STUDENTS' DEVELOPMENT	STUDENTS' PROGRESS
Review of Lesson 1 BBC.	We followed the structure as it was planned.	Relaxed	Good (as expected) Very good: better than usual.	
4) Listen to 1 lesson BBC 5) Review the dialogue by listening to the CD player twice. 6) Repeat complete the drills while playing with me and making "voices". 7) Take a dictation corresponding to the same lesson. 8) Translate from English to Spanish.		1) Ss. Were attentive but two of them seemed tired after lunch. 2) Ortensia did a perfect work with dictation and translation. 3) The other 3 Ss. Had several mistakes, again. 4) In the the phrase was: "Quiet please" But 2 of them translated as: "sElencio por faBor" Cañaris present difficulty differencing the vowels "e" and "i". B and V in Spanish present no difference in the sound, only in the spelling.	Grades according to my criteria: Ortensia: 10/10 María Punín: 7/10 María Tenesaca: 7/10 José Baltazar: 6/10	I talked again with the students and they admitted it would be better for them to low the level and study more simple vocabulary before passing to this dialogues. Ortensia remain quiet. Later I talked with her to continue with her with the same BBC method, which for her is well. Ortensia gave birth one month ago, and she does not miss classes and studies while taking care of her children. She explains she followed my advice about allowing the BBC CD to sound all day long if possible, while they develop their normal lives. She told me her 5 year old boy is singing the songs from the CD while playing by himself.

OBSERVATIONS: For the next class I will give these students a more simple method based on vocabulary: "Richmond Picture Dictionary". It includes several images and different pronunciation, repetition and visualization of complete words as graphs to learn.



DATE: December 17th, 2011 **DAY:** Saturday **HOOR:** 12h30- 13h35

ACTIVITIES PLANED	Activities developed	STUDENTS' ATTITUDE	STUDENTS' DEVELOPMENT	STUDENTS' PROGRESS
Explain how to install the CD in the computer and run it.	We followed the structure as it was planned.	Motivated and interested	Very good: better than usual.	
1) Select the "Family" activity. 2) Practice only listening to the name of each member of the family for 7 times. 3) After listening to that same member of the family, repeat 10 times the noun. 4) I click different members of the family and Ss. Have to say the corresponding noun (Mother, father, son, cousin, etc). 5) Select the correct graph for the noun said by the CD.	All the planned activities besides 3 verbs: walk, run and cry.	José wants me to teach him how to teach children with the Picture-dictionary, for him to teach the things he learns to his own students at the school he works in Cañar!	Grades according to my criteria: Ortensia: 10/10 (probably the activity was too simple for her) María Punín: 8/10 María Tenesaca: 9/10 José Baltazar: 7/10	Good progress for this extremely simple activity for Ss. Their ages, compared to other Ss. From other classes or even classes with children, who would get the names faster. I gave each Ss. One Picture Dictionary CD to practice at home. I will call them on Wednesday to check their progress and also "remind" them to study and help them to improve before next Saturday.

NOTE: It was interesting for me to notice how they enjoy practicing activities designed for children.



DATE: December 21th, 2010 **DAY:** Saturday **HOOR:** 11h30- 13h45

ACTIVITIES PLANED	Activities developed	STUDENTS' ATTITUDE	STUDENTS' DEVELOPMENT	STUDENTS' PROGRESS
Watch the video from Charlie Chaplin: "The Kid".	We followed the structure as it was planned.	Relaxed and interested	Good (as expected) Very good: better than usual.	
9) Watch and tell the class in Spanish what is going on in the movie. Every 7 to 10 min. of video. 10) Use words they already know: Man, woman, boy (kid), house, music, sad, happy, parts of the body. Actions: walk, drive, run, sit, cry, stand up, sleep, wake up, eat, drink, read, write, doctor, father, mother. 11) Repeat complete the drills while playing with me and making "voices". 12) Take a dictation corresponding to the same lesson. 13) Translate from English to Spanish.	I had to stimulate the Ss. Attention by making them stand and sit, walk, run. Then I acted the same verbs from the movie out, to make Ss. Say the action. Then we were able to continue watching the movie. But it was only possible to cover a third of it because of the short time memory Ss. Retained the information and we had to review them once and again.	1) Ss. Enjoyed the movie. They did not understand the beginning of the movie well. So I played it again. 2) Ortensia and María Tenesaca explained in "Spanish-Kichwa" the introduction of the movie to the others. 3) Then I told them the same but in English.	Grades according to my criteria: Ortensia: 9/10 María Punín: 6/10 María Tenesaca: 8/10 José Baltazar: 5/10	I talked again with the students and they admitted it would be better for them to low the level and study more simple vocabulary before passing to this dialogues. Ortensia remain quiet. Later I talked with her to continue with her with the same BBC method, which for her is well. Ortensia gave birth one month ago, and she does not miss classes and studies while taking care of her children. She explains she followed my advice about allowing the BBC CD to sound all day long if possible, while they develop their normal lives. She told me her 5 year old boy is singing the songs from the CD while playing by himself.



DATE: January 7th, 2012 **DAY:** Saturday **HOURS:** 11h15- 12h45

ACTIVITIES PLANED	Activities developed	STUDENTS' ATTITUDE	STUDENTS' DEVELOPMENT	STUDENTS' PROGRESS
Continue watching the video. But as Christmas had just passed and the night before it was "Día de Inocentes" I saw it very convenient to show them pictures of clothes and masks, and animals to practice it for the occasion.	We followed the structure as it was planned, but also as improvised according to the ongoing event on the street.	Surprised, glad, interested. Afraid to have to explain their pictures in English	Good (as expected) Very good: better than usual.	
<p>14) I invited Ss. To have a soda on the street while watching "El Pase del Niño" they were just passing by UNITA.</p> <p>15) We took pictures of the things we considered the most appealing for each one of us. Then we had to show our pictures to the others and try to explain to the others what were they and why they were important for us.</p>		<p>4) Ss. Have their cell phones with more gadgets than what we can imagine. Usually they receive them as presents from family who sends them from the U.S.</p> <p>5) María Tenesaca wanted to say many things IN SPANISH, so I allowed her, but then I asked her to say it again using as much English as possible for her.</p> <p>6) Her classmates also helped her a little.</p>	<p>Grades according to my criteria:</p> <p>Ortensia: 9/10</p> <p>María Punín: 6/10</p> <p>María Tenesaca: 9/10</p> <p>José Baltazar: 6/10</p>	<p>Except for María Tenesaca, who was really excited and had to do the effort of saying things in English, it would be really hard to grade the other students' progress with this activity today.</p> <p>I have asked them to remember the Picture Dictionary and the activities we developed except for the colors and words they already knew from previous experiences at highschoools. my advice about allowing the BBC CD to sound all day long if possible, while they develop their normal lives. She told me her 5 year old boy is singing the songs from the CD while playing by himself.</p>



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